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ABSTRACT

The Comprehensive Vocational Education Program for Career Development (K-14) in Pinellas County was implemented in nine pilot schools in which the project's goals were designed to bring together already operating components of career education in the county. A concerted effort was made to identify and integrate effective elements of other programs and projects (academic and vocational) to build a composite, articulated program of career education. The document discusses in detail such varied aspects of the programs as: the project summary; background information; a definition of the problem; an overview of the Pinellas County Comprehensive Career Education Project (goals and objectives, procedures, operational goals, expected outcomes, and component reports); a summary of inservice data; placement and followup procedures; the degree of community, committee, and university involvement; a calendar of critical incidents; a synopsis of site visits by key personnel; project costs; attitudes toward new roles of counselor and occupational specialist; a process diary; parent and staff attitudes toward career education; an external evaluator's reports of visitations; a product evaluation of the eight career education elements; an explanation of the Pontiac, Michigan research design; and a summary of the project's findings, conclusions, and recommendations. (BP)

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FINAL REPORT

Project No. V 261018L
Grant No. OEC-0-72-0735

A Comprehensive Vocational Education Program for Career Development in Grades K-14

Research and Development Project in Vocational Education
Conducted Under
Part C of Public Law 90-576

School Board of Pinellas County, Florida

Rev. Arthur L. Albers, Chairman
Dr. Charles J. Crist, Vice-Chairman
Mr. Calvin A. Hunsinger
Mrs. Martha Rudy Wallace
Mr. Ron Fisher
Mrs. Jane S. Manson
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Mr. Jack B. Shumate
Executive Assistant Superintendent, VTAE

Mrs. Myrtle E. Hunt
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June 30, 1973

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The project reported herein was performed pursuant to a grant from the Bureau of Occupational and Adult Education, Office of Education, U. S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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SUMMARY OF THE PROJECT

Origin of the Project and Time Period Covered

The Pinellas County Comprehensive Career Education Project was funded as a Part C (VEA 1968), demonstration research and development grant, by the U. S. Office of Education. Funds were directed to Pinellas County by the Florida Department of Education through the office of Dr. Kenneth Eaddy, Bureau Chief, Vocational Research and Evaluation.

The grant was part of the $9,000,000 in discretionary funds allocated to individual states for the development of mini career education models. The District School Board of Pinellas County received $280,556 to be used for implementing career education concepts in ten pilot schools (K-14).

Mr. Joe D. Mills, then Executive Assistant Superintendent for Vocational, Technical and Adult Education, in Pinellas County, supervised the development and submission of the project and contributed to final selection of the director.

The project was funded for 18 months (January 1, 1972 through June 30, 1973). Project staff included a director, 2 supervisors, 2 coordinators, and 2 secretaries.

Goals and Objectives

Broadly stated project goals and objectives were designed to provide: (1) self-awareness and career-awareness at the elementary level, (2) career orientation and career exploration at the junior high level, (3) in-depth exploratory and skill development in specific clusters at the senior high and post-secondary level, (4) placement and follow-up services to all students exiting career education pilot schools, (5) intensified guidance and counseling services at all levels K-14, (6) inservice staff development workshops relating to career education for personnel in pilot schools, (7) an organized system for dissemination of career education information to interested and concerned persons, (8) development of a comprehensive plan for articulation of career education in Pinellas County, and (9) an organized effort to establish a system for evaluating both processes and products of career education.

Procedures

Prior to acceptance of the project, the superintendent's staff reviewed the career education concept and studied USOE guidelines relating to administration and implementation. It was decided that a program of career education would require more administrative coordination and planning than that being done for programs now in operation. The primary reasons being (1) the increased interaction required with the community at large, (2) the need for integration of career education curricula across all subject matter areas, (3) the need for educational professional development of all staff, (4) the need for coordination of program development with other educational agencies, (5) acceptance of responsibility for placement and follow-up of students exiting the system, and (6) the increase in per pupil costs for which new monies must ultimately be sought.

After administrative commitment was ascertained, the project proposal was presented to (1) all county level supervisors and administrators, including VTAE and pupil personnel services, (2) elementary and secondary principals, (3) selected key staff members from proposed pilot schools, and (4) the School Board of Pinellas County.

Responsibility for final selection of pilot schools was delegated by the Superintendent to the Executive Assistant Superintendent of VTAE and other key personnel. Schools were selected on the basis of staff interest and student need for the program. After tentative selections were made, an orientation workshop was held for representatives of the schools. All personnel attending were charged with responsibility for informing others and getting support for the program in individual schools. Letters of support and acceptance were then solicited from the schools. All schools invited to participate accepted. (See letters of acceptance in Appendix G.) One senior high school, however, was dropped from the program prior to the implementation phase.

Following final approval of the project, a director and other staff were selected. (See Appendix H, Job Descriptions.) It was determined that in order to initiate a successful career education program, the Superintendent, Board of Education, Project Director and Staff, and other key personnel supporting the concept, would need to express commitment publicly. This series of events followed:

1. The School Board passed a resolution supporting career education. (Appendix G)
2. Steering committees composed of representatives of the school and community were appointed. (See Appendix I)
3. The philosophical bases and general emphasis of the career education endeavor were developed.
4. Student and community needs were considered.
5. Priorities were determined on the basis of both student and community needs and the constraints of time and money.
6. Long and short-range goals were developed.

7. Product objectives and expected outcomes were established to assure accountability for the program.

8. A third-party evaluator was selected.

9. An inservice staff development program was planned and implemented.

10. Selected processes for implementation of objectives in pilot schools were identified.

11. A master plan for implementation with what was considered to be an appropriate time frame was designed.

12. System-wide constraints (not related to the project) were identified and means of removing them received attention.

13. An organized system for keeping the public informed about the project was developed.

14. A comprehensive internal evaluation scheme to measure outcomes for both process and product was developed.

The Pinellas project was implemented in 9 pilot schools: 4 elementary, two junior high, 1 senior high and 2 post-secondary. Combined enrollment in the schools exceeded 8,000. Approximately 400 staff members serve those schools. Project goals were especially designed to bring together already operating components of career education in the county. A concerted effort was made to identify and integrate effective elements of other programs and projects (both academic and vocational) to build a composite, articulated program of career education.

During the first year of operation the program was organized around nine basic components: (1) elementary K-6, (2) junior high (7-9), (3) senior high and post-secondary (10-14), (4) guidance and counseling, (5) inservice staff development, (6) placement and follow-up, (7) public relations and public information, (8) articulation, and (9) evaluation. Components receiving major emphasis during school year 1972-73 included: (1) elementary, (2) guidance and counseling, (3) inservice staff development, and (4) evaluation. All other components will receive increasing emphasis during the second phase of operation (1973-74).

Students (K-14) were helped to develop decision-making skills--thus enabling a systematic application of information to rational processes with regard to the eight elements identified in the national career education model and 15 occupational or career clusters developed by USOE. These elements and clusters (See listing in Appendix K) were used to weave comprehensive career education into a sound basic program in Pinellas County.

Accomplishments and Results

Career education concepts were integrated into already existing programs at various grade levels K-14. Activities designed to focus on self-awareness and career awareness were conducted as integral parts of ongoing studies in language arts, math, science, social studies, vocational education, music, art, health, and foreign languages.

Project concepts provided a new and different focus which had considerable impact on the structure of education for students in pilot schools. The project may ultimately become a model for other career education efforts in Florida. Career education in Pinellas County is for all youth and adults, including the college bound; and because true career choice is developmental, it starts in pre-kindergarten where children first begin to become aware of themselves, the nature of work, and the kinds and requirements of the work to which they are best suited--and it continues throughout secondary, post-secondary, and adult programs.

This experientially centered curriculum provides a comprehensive and personalized program of education focused on careers. It not only provides academic instruction, job information and skill development--but more importantly, it helps students develop positive attitudes regarding the personal, social, psychological and economic significance of work. Career related activities provide for fusion of the intellectual and affective aspects of learning, and the practical application of acquired skills--all aimed at helping students keep pace with and adjust to the rapid social and technological changes in society.

Extensive guidance activities conducted by both guidance personnel and classroom teachers assisted in the development of self-understanding, personal values, attitudes, interests and abilities, as they related to others and as they related to potential career choices. Pilot schools attempted to unify the schools' educational program, consisting of academic, vocational and guidance experiences, around an occupational and career development theme--using self-awareness and career awareness as visible vehicles.

Both process and product evaluation (according to measures recorded in May, 1973) indicated positive growth toward stated objectives. A post-test only design was used and statistically significant differences at 0.01 were noted between pilot and control schools on a number of elements. Instruments used to obtain differences have not all had adequate field testing to determine validity and reliability. The instruments will be further developed and field tested during 1973-74.

Evaluation

All part C, research and development career education projects, were required to contract for an independent evaluation. Pinellas County Board of Public Instruction contracted with The Southern Association of Colleges and Schools to provide this service. A contract was granted in July, 1972. Dr. Janie Jones made the initial visits to the project in April and July, 1972. When Dr. Jones left SACS to accept another position, the responsibility was assigned to Dr. A. B. Moore, presently a Specialist with The Center for Vocational and Technical Education (CVTE) at Ohio State University. Dr. Moore had previous experience in evaluation of career education projects through association with The Center for Occupational Education, North Carolina State University, Raleigh, North Carolina.

Dr. Moore and three other Career Education Specialists conducted the balance of the site team visits to Pinellas County career education schools between December, 1972, and June 30, 1973. Other site team members included Mrs. Marquita McLean, Guidance and Counseling Director, Board of Public Instruction, Cincinnati, Ohio; Mrs. Maybelle Black, Director of K-6 Components for 20 career education projects in the State of Ohio, and Dr. Marvin Robertson, Specialist in the evaluation of secondary and post-secondary programs, and placement and follow-up, at the University of Georgia, Athens, Georgia.

In addition to the required third-party evaluation, Pinellas County also contracted with Dr. Thomas Justiz to provide internal evaluation services for the project. Dr. Justiz was an evaluation specialist with CVTE at Ohio State University during the early months of the Comprehensive Career Education Project, and later became Ohio State Site Team Director at the Pontiac, Michigan Career Education Site.

The external and internal evaluators met with the career education staff in December, 1972, to develop philosophy and evolve a plan for formal evaluation of the project.

The goals of the project were examined and restated, and a set of research questions (hypotheses) was drawn up related to the revised goals. A milestone-type schedule (Appendix B) suggested certain instruments and procedures for data collection and analysis, as well as an interlinking relationship between the external and internal evaluators. It was recognized by the project staff that not all of the research questions (hypotheses) would be fully evaluated in the first year of the project and several would depend on subsequent funding. Major questions to be answered during the first year were determined to be: (1) To what extent have career education concepts been implemented in the pilot schools? (2) How can we measure student performance (and ultimately student growth) in career education? and (3) How can we develop standardized tests to measure student growth in career education?

Conclusions and Recommendations

The schools in Pinellas County are part of a dynamic society which has consistently created demand for new insights into learning processes, new ways of teaching and workable strategies for relating the traditional academic focus of the classroom situation to the real world outside the school.

Students, parents, educators, business and professional people, and civic organizations are calling for more effective and efficient resolution of educational and societal problems. Education is the responsible link between social needs and social improvements; therefore, new and better relationships in education must be provided to help individual students find satisfactory places in society.

Large numbers of Pinellas County youth fail to see any relationship between school experiences and identifiable steps beyond school. This view is especially common to the large percentage of students not planning to attend college. The relationship between education and the individual's life work should be readily apparent to all students.

Career education is needed for all students, K-14, adult and continuing. Adults are faced with many difficult problems in adjusting to and preparing for the dual roles of family members and workers. Many must redirect careers a number of times during adult life. Assistance in career planning and personal development should be a continuing service provided by the schools. Consideration must also be given to the more severe problems of disadvantaged and handicapped students--those representing the results of failures in education and other social systems.

If career education is to meet the challenge of change, it must assume major responsibility for creating self-awareness, career awareness, and career consciousness in all students, at all levels, to help develop necessary competencies, attitudes, and values that will enable the visualization of a career life and the accompanying life-style.

Career education must be designed to meet the diversity of needs which are resulting from an increasingly complex student population in Pinellas County. The goals must range from providing college preparatory courses to the offering of a wide range of technically oriented occupational courses designed to meet manpower and other economic needs pertinent to the area.

The curriculum for career education must be constantly reviewed, evaluated and revised. Implementation strategies must also be exposed to the same processes. The complex and rapid changes in today's world demand new answers and approaches to curriculum design. If education is to keep pace, traditionally slow speeds of curriculum change and other educational procedures must be accelerated. Typical methods of instruction which divide the world of knowledge into artifically created segments fail to provide students with an understanding of the world in which various segments of this same knowledge must be related in a logical, meaningful fashion.

Human relations skills have long been recognized as crucial to occupational success. The ability to get along with others has been proven to be of vast importance in the realm of industry. Personnel managers in the Pinellas-Hillsborough Metropolitan area are asking educators for emotionally stable people who can adjust easily, get along with fellow workers and possess a pool of transferable skills. Educators must find a way to direct curriculum and organize educational resources to meet these needs.

In the quest for relevancy in education, nothing is more important than providing every youth and adult in Pinellas County with the capabilities necessary to make intelligent career decisions and the opportunity to prepare for entry and progress in such careers. As part of a dynamic social order, the Pinellas County School system must provide people with the ability to project themselves into future career roles, analyze these roles, and relate these projected roles to a meaningful, happy and productive life. Such are the purposes of career education.

The Pinellas County Comprehensive Career Education Project, a functional system for career development, has provided partial solutions to these serious educational problems. A carefully designed system of career education will ultimately prepare students for more successful work lives by (1) improving the basis for occupational choice, (2) facilitating the acquisition of job skills, (3) enhancing educational achievement in all subject areas at all levels, and (4) making education more meaningful and truly relevant to students.

The career education project staff recommends:

1. Continuation and gradual expansion of the career education movement in the county school system. A comprehensive five-year plan has been prepared and submitted for approval.

2. Continuation and further development of the COST/CAB (Counselor, Occupational Specialist, Teacher/Career Activity Book) Instructional System and the comprehensive evaluation model designed to evaluate the system.

3. Continuation of emphasis on an evolving role for guidance and counseling as an integral part of the career education delivery system.

THE SITUATION

Pinellas County, Florida, is a predominantly urban county, located midway of the state and directly on the Gulf of Mexico. Current population is reported as 600,000 plus, and the county covers a land area of 264 square miles. The largest city is St. Petersburg (235,654), but the county also includes several other cities: Clearwater (county seat), Tarpon Springs, Dunedin, Largo, Safety Harbor, Seminole and numerous other incorporated areas with separate municipal governments.

Recreational, cultural, and sports facilities are numerous. Tourism is encouraged and the county has some of the finest white-sand beaches in the state. Pinellas County is considered the hub of tourist activity on the suncoast. Tourism rates increase annually, with over three million visitors reported during 1971, an 11.2% increase over 1970. Approximately 275,000 tourists visit monthly. In 1971, Pinellas County topped all other Florida counties -- up 141% in ten years -- with new records being set each month. The effects of tourism on the county's total economy, labor force demands and educational programs is of vital significance.

The county's population is 91.5% white, 8.2% black, and 0.3% other. Fifty percent of Pinellas families are in the middle income range, $5,000 to $15,000; 37% receive under $5,000. The latter group includes many retired persons living solely on social security benefits. Families with incomes over $15,000 represent 13% of the total population. Business and professional people are predominant in this group, but there are also many retired persons with substantial incomes.

A strong commercial climate is evidenced by such diversified industries as construction, boat building and repair, chemicals, communications, electronics, concrete products, fishing tackle, optical supplies, plastic products, furniture, clothing, citrus, and seafoods, along with the many businesses and services needed to support a booming water-oriented tourist industry -- and an ever expanding permanent population.

The opening of Disney World has had an important economic impact on the Pinellas County area and is a vital element of a new dimension in tourism. Located just 80 miles from Pinellas County, the direct flow of Disney World visitors entering the county has already resulted in many new and expanded tourist attractions and facilities. This is reflected in the dominance of trade and service industries and jobs in food service, hospitality, retailing, health, and other personal services.

Florida showed a census count of 6,790,929 in 1970. Based on recent trends, this will increase by 38.7% to 9,378,700 in 1980. The number of new residents pouring in will total more than 2.5 million in this decade.

The Pinellas peninsula is one of the major urban growth areas in the nation. It is already the most populous county on the Florida West Coast, and it is expected to acquire 220,771 more residents by 1980. This 42.7% increase would give Pinellas a total of 742,000 people and continue its rank of third largest county in the state. (Dade and Broward are larger.)

Expansion rates in metropolitan Pinellas have consistently passed that of the Tampa Bay Area, the state, the southeast, and the nation. Beginning in the late 1950's estimates indicate that 50% of the population increase was retirees, while 35% came from persons moving into the county because of job opportunities.

The rapid pace of population growth in Pinellas County since the 1960's represents one of the central forces in educational planning. The 1960 census listed a total of 375,000 residents. The 1970 census shows a county population of 522,329, an increase of 39.4% in the ten year period. Planning estimates indicate that by 1985 Pinellas County will increase in population by over 50% to approximately 800,000 permanent residents. The U. S. Department of Commerce predicts that this metropolitan area will add more people in the next five years than any other metropolitan district in the state.

Changes in population age group distribution are of particular significance when planning for projected educational needs to facilitate area labor market requirements. In addition, the vast increase in the total population amplifies the importance of age group distribution changes as it affects the needs for programs to serve the various age brackets. The latest (1970) census reports that:

1. 22.5% of Pinellas residents are under 18
2. About half of the county population is under 50
3. 28.9% are over 65

If predictions hold true, by 1985 the population in the 18-24 age bracket will increase 28.6% over 1965, making this the age range of largest growth. This increase in the younger age group reflects rising demands for more educational facilities to serve students of all ages, and for educational programs of a more dynamic nature.

It is true that many retired persons live in Pinellas County; however, an upward trend in the number of young families has been demonstrated by the growth of the school system. The Pinellas County school system is the fourth largest in the state. The total K-12 enrollment is 90,177 in 76 elementary schools, 20 junior high schools, 11 senior high schools, and 6 exceptional child centers. Enrollment in the county's four vocational and adult education centers is 14,267. Total enrollment of all educational centers, as of September 25, 1972, was 104,444.

A seven-member elected school board sets policy and provides leadership for the county's 4,733 instructional and administrative staff, and 3,208 supporting services staff members. Operating budget for fiscal 1972-73 was $83,003,985.

The current labor force participation rate is low in Pinellas County due to a below average number of persons between the ages of 14 and 64 and to the lower rate of job-holding for both males and females between the ages of 45 and 65. An increasingly tight labor market is indicated by the very low unemployment rate (1.4%) thus accentuating the pressures on business - industry manpower replacement and expansion. This combination of rising levels of total employment, increasing population, and the expanding job market vividly represents career related educational needs.

Increasing wage rates, more productivity, expanding income levels, less volatile business cycles and stablized employment can be some of the economic rewards of future progress in the county. Underlying all of this is the assumption that the county school system has the ability to cope with deterrents and meet individual and group educational needs.

The responsibility of career education is to provide an open road to the future in programs where individuals can fulfill personal potential and meet changing labor market requirements. This will require careful and constant surveillance of a multitude of "change factors" affecting all socioeconomic progress. Planning in the field of education requires both the comparison and analysis of the past and detailed study of relationships to future projections. As the tempo of technological progress increases, programs must keep pace with education's commitment to the society it serves.

THE PROBLEM

The schools in Pinellas County are part of a dynamic society which has consistently created demand for new insights into learning processes, new ways of teaching, and workable strategies for relating the traditional academic focus of the classroom situation to the real world outside the school.

Students, parents, educators, business and professional people, and civic organizations are calling for more effective and efficient resolution of educational and societal problems. Education is the responsible link between social needs and social improvements; therefore, new and better relationships in education must be provided to help individual students find a satisfactory place in society.

A functional system of Career Education would seem to provide partial solutions to these serious educational problems. A carefully designed system of Career Education in Pinellas County will ultimately prepare students for more successful work lives by improving the basis for occupational choice, by facilitating the acquisition of job skills, and by enhancing educational achievement in all subject matter and at all levels by making all education more meaningful and truly relevant to students.

The contract for this project appears in Appendix A.

PINELLAS COUNTY COMPREHENSIVE CAREER EDUCATION PROJECT

(AN OVERVIEW)

The Pinellas County Comprehensive Career Education Project was funded as a Part C (VEA 1968), demonstration research and development grant, by the U. S. Office of Education. Funds were directed to Pinellas County by the Florida Department of Education through the office of Dr. Carl Proehl, Director, Vocational, Technical and Adult Education. Dr. Kenneth Eaddy, Bureau Chief, Vocational Research and Development, acted as chief state project administrator.

The grant was part of the $9,000,000 in discretionary funds allocated to individual states for the development of mini career education models. The District School Board of Pinellas County received $280,556 to be used for implementing career education concepts in ten pilot schools (K-14).

Mr. Joe D. Mills, then Executive Assistant Superintendent for Vocational, Technical and Adult Education, in Pinellas County, supervised the development and submission of the project and contributed to final selection of the Director.

The project was funded for 18 months (January 1, 1972 through June 30, 1973). Project staff included a director, 2 supervisors, 2 coordinators, and 2 secretaries:

Mrs. Myrtle Hunt, Director
Mrs. Dorothy Snidow, Supervisor Evaluation & Curriculum
Mr. Donald Rosenberger, Supervisor Elementary
Mr. Clarence Givens, Coordinator Guidance Services
Mr. Thomas Noble, Coordinator Placement Services
Mrs. Ruth Dikman, Executive Secretary
Mrs. Bonnie Ahrens, Clerk-Typist

This staff was later expanded through state and local effort to include the following:

Mrs. Marie Charles, Vocational Consultant, Business Education
Mr. George Cary, Vocational Consultant, Trade & Technical
Mrs. Crystal Coester, Occupational Specialist
Mrs. Marie Camanse, Data Control Coordinator
Mrs. Dorothy Bitterli, Clerk-Typist

Internal evaluation consulting service was provided to the project staff by, Dr. Thomas Justiz, from November, 1972 through June 30, 1973; and external (third-party) evaluation was provided by the Southern Association of Colleges and Schools, Atlanta, Georgia, under the direction of Dr. Robert Childers.

An organizational chart appears in Appendix H.

Each component of the project represented a unique combination of goals, objectives, elements, clusters and resources (both human and materials). Different combinations of these factors were organized to formulate all PCCEP activities into a meaningful whole. Pilot schools attempted to unify the schools' educational program, consisting of academic, vocational and guidance experiences, around an occupational and career development theme--using self-awareness and career awareness as visible vehicles.

Career education concepts and elements were integrated into already existing programs at various grade levels K-14. Activities designed to focus on self-awareness and career awareness were conducted as integral parts of ongoing studies in language arts, math, science, social studies, vocational programs, music, art, and foreign languages.

Career education as a new and different educational focus in nine pilot schools has been the source of tremendous impact on the occupational structure of education for students.

Career education has attracted more attention in recent months than any other area of education. The United States Office of Education and the Florida Department of Education have both labeled career education as a number one priority and have listed failure to include career education concepts in school curricula as a major cause of social and economic ills. Schools cannot be blamed for all the problems that plague society today, nor should schools be solely responsible for advancing solutions. However, education, more than any other institution in society, is responsible to parents and the public for helping students become more useful and productive members of society. In response to this belief the Florida Legislature recently appropriated five million dollars to support the further development of career education in Florida's 67 counties.

Career education in Pinellas County is for all youth and adults, including the college bound; and because true career choice is considered to be developmental, it starts in pre-kindergarten where children first begin to become aware of themselves, the nature of work, and the kinds and requirements of the work to which they may find themselves most suited.

The experientially centered curriculum provides a comprehensive and more personalized program of education focused on careers. It not only provides academic instruction, job information and skill development, but more importantly it helps students develop attitudes regarding the personal, psychological, social, and economic significance of work. The curriculum provides for fusion of cognitive learning and affective development in order that students may keep pace and adjust to rapid social changes.

Extensive guidance activities conducted by both guidance personnel and classroom teachers assist in developing self-understanding, personal values, attitudes, interests and abilities as they relate to others and as they relate to potential career choices. Pilot schools have attempted to unify the schools' educational program, consisting of academic, vocational and guidance experiences, around an occupational and career development theme using self-awareness and career awareness as the visible vehicles.

Students of all ages have been helped to develop decision-making skills, thus enabling a systematic application of information to rational processes with regard to (1) self-awareness, (2) attitudes and appreciations, (3) career awareness, (4) employability skills, (5) decision-making, (6) economic awareness, (7) educational awareness, and (8) skill awareness and beginning competence.

These elements just described are from the national career education model being developed by the Center at Ohio State University in cooperation with USOE and six cooperating LEAs.

> The SELF-AWARENESS element helps students to gain an understanding of self, learn to understand accept and respect personal uniqueness in terms of past development and future maturation.
>
> The ATTITUDES and APPRECIATIONS element helps students recognize differences in others and develop tolerance and flexibility in interpersonal relationships.
>
> CAREER AWARENESS helps students to understand the variety and complexity of occupations and possible careers associated with the world of work, and helps to zero in on the basic characteristics and qualifications related to preparation for and performance of major tasks associated with various occupational roles.
>
> EMPLOYABILITY SKILLS aid students in developing through educational experiences the basic work habits and attitudes regarded as necessary for entry and performance in a given occupation or career choice.
>
> The DECISION-MAKING element aids students in understanding that the decision-making process includes responsible action in identifying possible alternatives, selecting the alternative most consistent with personal values and goals, and in taking the steps necessary to implement the chosen course of action.
>
> ECONOMIC AWARENESS assists students in understanding the relationship between various occupational roles and related personal and economic life-styles.

> EDUCATIONAL AWARENESS emphasizes the significance of education (i.e., the development of language, computational and reasoning skills and mastery of content knowledge) as a primary means of achieving career and life goals.
>
> SKILL AWARENESS and BEGINNING COMPETENCE assists the student in developing the educational and occupational competency regarded as basic and important to moving on to the next step of preparation for and/or entry into the career area chosen.

The above elements have served as the basis for implementing career education in Pinellas County. It should be noted that the elements are not new "add on's" to the school curriculum, but have been a recognizable part of the educational philosophy of the system--although not extensively emphasized. Career education is now focusing on all of these elements and blending them into a meaningful and relevant whole for the benefit of students.

A major question at this point may be "why" and "how" did nine schools change educational processes and activities from the traditional, book contained curriculum to the experiential centered career education model?

One answer can be found in an examination of the processes used by project staff members to help principals, teachers, counselors, and other school staff modify personal values and attitudes regarding educational focus, goals and emphasis. Traditionally, educational processes and activities in the pilot schools has been book contained and highly dependent on the pupils' abstract ability--thus affording the student little "action" and "involvement" in the learning process. The classroom teacher was responsible and held almost solely accountable for the pupils' progress--or lack of such progress--even in overcrowded classrooms and in the face of other conditions which adversely affect the learning environment. Teachers dealt mainly with that which has been called the "visible curriculum" -- those subjects or courses prescribed by the schools which fall in the cognitive domain. The "invisible" or "hidden curriculum" -- those affective components, such as values and attitudes were barely touched.

The first step in implementation began with inservice education for staff members of pilot schools. Workshop participants engaged in a uniform training program designed to facilitate a unified team approach to the implementation of career education concepts. Purposes of the workshop included the exploration of career education concepts, activities and procedures, identification of methods for obtaining and disseminating information on occupations, schools, employment and community resources, and methods of fusing vocational, academic and guidance functions into existing school curriculum.

Guidance and counseling has become the hub around which activities have revolved, because the one common element that ties all career education experiences into a meaningful pattern and purpose is the guidance function. One of the major purposes of the guidance inservice workshops was to develop the role of the counselor as that of catalyst, organizer, and coordinator in helping to plan a systematic and developmental program of activities by working with teachers, curriculum developers, and community groups for the purpose of promoting career education in the pilot schools.

Issues central to career education were identified as being those of students becoming knowledgeable concerning self-concept, relationships with others, relationships between school and the real world, and most importantly, awareness of available opportunities and strategies to adequately plan for the future. Guidance and counseling, therefore, properly assumed a key role in the Pinellas County Career Education Project.

During the teacher workshops, participants engaged in activities designed to improve guidance and counseling skills in the classroom. Such activities included values clarification strategies and individual and group counseling methods.

In the pilot schools the career education "team" consists of a counselor, an occupational specialist, and a classroom teacher. Members of the COST team (Counselor-Occupational Specialist-Teacher) work and plan together to provide career education activities which fuse or blend with the classroom teachers' basic instruction. The unified approach works like this: As a teacher plans or prepares a unit of instruction, the counselor and occupational specialist suggest strategies and methods for including many of the career education elements. The counselor may suggest specific activities dealing with self-awareness, decision-making skills, employability skills, and educational awareness. The occupational specialist then adds suggestions for including activities in career awareness, appreciations and attitudes, skill awareness and economic awareness. Final decision concernings elements and activities to be included still rests with the classroom teachers; but once these decisions have been made, the counselor and the occupational specialist will help the teacher to develop skills and to gather resources needed to assure successful implementation of the activities. Upon request, the counselor and the occupational specialist may work directly with groups of children--or they may work only with the teacher in the preparation phase. In this manner, the entire COST team becomes accountable for the instruction and education of students, not just the teacher alone. (See Appendix K for more information on the COST team approach.)

COST team members in the nine pilot schools have accepted changing roles enthusiastically (pages 198-205). Guidance, with the assistance of the classroom teacher and the occupational specialist, now permeates the entire school environment. It is safe to say that the goals of guidance are sufficiently broad to preclude accomplishment by any single worker, however well qualified. Besides the counselor-student ratio in most schools negates any chance of doing an adequate job.

Therefore, in Pinellas County, the role of the counselor in career education pilot schools is changing from the traditional concept to one that commands more involvement in the total school program. Guidance with the counselor's leadership has become the delivery system for career education in Pinellas County. Counselors are involved with teachers and occupational specialists on a regular basis in planning instruction designed to help pupils develop greater understanding.

Counselors are helping teachers improve guidance skills in the classroom on a continuing basis, and the concept of "shared accountability" has won approval. Guidance personnel are committed to more responsibility for serving both the educational, personal, and social needs of students in a planned system of instruction.

If career education is being implemented successfully in the schools of Pinellas County, it must be said that it would be less successful were it not for counselors, occupational specialists, teachers and administrators accepting a new and constantly changing role for themselves in order that students may be assisted in becoming better, happier and more productive citizens.

The decade of the 70's in Pinellas County will mandate a new educational philosophy dedicated to the concept that every high school graduate shall be assured some entry level skill, no matter how minor that skill may seem. This same philosophy will also mandate that every adult in the community be provided with opportunities to develop to maximum capability through meaningful educational experiences. Reliable research indicates that the average person will be employed in at least four or five different occupations during a normal lifetime; but, in the areas of chronic unemployment, job turn over is certain to be considerably higher. It is no longer necessary to worry about a teenager making a "lifetime" occupational choice; however, educators must be concerned with offering instructional programs which will help students develop skills necessary to become useful, employable and productive, if only on a part-time basis.

Much has been said about the need for a new approach to schooling. There are, of course, many facets to suggested reform. Career education in Pinellas County has already given careful consideration to several factors.

1. Obsolete methods are being extracted and relevant strategies are being developed and implemented.

2. Educational technology is coming into wider use.

3. The irrelevance of subject matter is being countered by extending the classroom into the community.

4. It is acknowledged that children learn in different ways and at different rates; therefore, alternative instructional programs must be available in career education.

5. Renovations in curriculum are underway.

6. New roles for counselors, occupational specialists and teachers are evolving.

7. Administrators involved are accepting these evolving roles and encouraging other innovation.

In the final analysis, however, the value of each of these disparate efforts to improve education will depend upon the quality of teaching that takes place in the classroom. What is crucial, therefore, is anticipation of what lies ahead and the making of necessary preparation. Professional staff now in service seems to be the central factor in this preparation. While, admittedly, much remains to be done in the way of better pre-service training of educators, it is those already in the schools who must serve as the agents of reform. Since practitioners rarely adapt instantly to any innovation, the evolution of teaching strategies must go hand in hand with other new developments in the process of education. Thus, the need for continual professional growth is of primary importance because the fusion of vocational, academic and guidance concepts necessary to assure proper implementation of career education presupposes a commonality of objectives, goals, and techniques among those responsible for teaching and providing other services to students.

PCCEP staff members have been involved in the development of innovative ideas and workable strategies since the beginning of the current career education project, and now funds have been approved to continue and expand operation of the Pinellas County Comprehensive Career Education Model K-14 developed during FY 1972-73. Continuation of state and federal funding will serve to insure the previous investment and permit further revision and refinement of the model COST/CAB Instructional System.

Conclusions

The schools in Pinellas County are part of a dynamic society which has consistently created demand for new insights into learning processes, new ways of teaching and workable strategies for relating the traditional academic focus of the classroom situation to the real world outside the school.

Students, parents, educators, business and professional people, and civic organizations are calling for more effective and efficient resolution of educational and societal problems. Education is the responsible link between social needs and social improvements; therefore, new and better relationships in education must be provided to help students find satisfactory places in society.

Large numbers of Pinellas County youth fail to see any relationship between school experiences and identifiable steps beyond school. This view is especially common to the large percentage of students not planning to attend college. The relationship between education and the individual's life work should be readily apparent to all students.

Career education is needed for all students, K-14, adult and continuing. Adults are faced with many difficult problems in adjusting to and preparing for the dual roles of family members and workers. Many must redirect careers a number of times during adult life. Assistance in career planning and personal development should be a continuing service provided by the schools. Consideration must also be given to the more severe problems of disadvantaged and handicapped students--those representing the results of failures in education and other social systems.

If career education is to meet the challenge of change, it must assume major responsibility for creating self-awareness, career awareness, and career consciousness in all students at all levels to help develop necessary competencies, attitudes, and values that will enable the visualization of a career life and the accompanying life-style.

Career education must be designed to meet the diversity of needs which are resulting from an increasingly complex student population in Pinellas County Schools. The goals must range from providing college preparatory courses to the offering of a wide range of technically oriented occupational courses designed to meet manpower and other economic needs pertinent to the area.

The curriculum for career education must be constantly reviewed, evaluated and revised. The complex and rapid changes in today's world demands new answers and new approaches to curriculum design. If education is to keep pace, traditionally slow speeds of curriculum change and other educational strategies must be accelerated. Typical methods of instruction which divide the world of knowledge into artifically created segments fail to provide students with an understanding of the world in which various segments of this same knowledge must be related in a logical, meaningful fashion.

Human relations skills have long been recognized as crucial to occupational success. The ability to get along with others has been proven to be of vast importance in the realm of industry. Personnel managers in the Pinellas-Tampa Bay Metropolitan Area are asking educators for emotionally stable people who can adjust easily, get along with fellow workers and possess a pool of transferable skills. Educators must find a way to direct curriculum and organize educational resources to meet these needs.

In the quest for relevancy in education, nothing is more important than providing every youth and adult in Pinellas County with the capabilities necessary to make intelligent career decisions and the opportunity to prepare for entry and progress in such careers. As part of a dynamic social order, the Pinellas County School system must provide people with the ability to project themselves into future career roles, analyze those roles, and related projected roles to a meaningful, happy and productive life. Such are the purposes of career education.

GOALS AND OBJECTIVES

Project goals were designed to provide:

1. a broad occupational orientation at elementary and secondary school levels to increase student awareness of the range of options open to them in the world of work.

2. work experiences, cooperative education and similar on-the-job training programs, in addition to those currently available, making possible a wide variety of offerings in many occupational areas.

3. specific training in job entry skills for students just prior to the time they leave school (some of these programs may be intensive and of short duration).

4. intensive occupational guidance and counseling (K-14) and initial placement of all students at the completion of their schooling. (Placement may be in a job, in post-secondary occupational programs, or in a four year college program.)

5. continuing follow-up of all dropouts and graduates to provide information for program revision.

6. an inservice orientation program for teachers, administrators and supportive staff to acquaint them with goals, methods and techniques of the career development program.

Specific objectives for students at the elementary level were:

1. to provide positive attitudes about the personal and social significance of work.

2. to develop self-awareness and ability to understand the attitudes, skills, interests, and talents necessary to relate self concept to jobs.

3. to develop and expand occupational awareness by participation in a variety of concrete career development activities so that students understand the interdependency of occupations and the need to relate to and cooperate with others in the world of work.

4. to improve overall performance by participation in a unified, action-centered, career related curriculum.

Specific objectives at the junior high level were:

1. to increase understanding by providing concrete and simulated experiences so that the student will explore broad clusters of occupations, evaluate interests, abilities, values, and needs as they relate to occupational roles.

2. to provide opportunities for more detailed exploration of selected broad occupational clusters and to tentatively select a particular cluster for in-depth study in grade nine.

3. to provide in-depth exploratory and training experiences in one occupational cluster and to develop job entry level skills in one occupational cluster, leaving open the option to move between clusters.

4. to improve overall performance by participation in a unified, action-centered, career-related curriculum.

Specific objectives at the senior high and post-secondary level were:

1. to provide in-depth exploratory and training experiences in at least one occupational cluster and to develop job entry level skills in at least one occupational area, leaving open the option to move between clusters.

2. to improve overall performance by participation in a unified, action-centered, career-related curriculum.

3. to provide training experiences for intensive preparation in a selected occupational cluster(s), or in a specific occupation(s) and to demonstrate job entry skills necessary for placement and ultimate success in an occupation and/or further education.

4. to follow-up all school leavers for the purpose of gathering relevant data for curriculum review and revision.

PROCEDURES

Prior to acceptance of the project, the superintendent's staff reviewed the career education concept and studied USOE guidelines relating to administration and implementation. It was decided that a program of career education would require more administrative coordination and planning than that being done for programs now in operation. The primary reasons being (1) the increased interaction required with the community at large, (2) the need for integration of career education curricula across all subject matter areas, (3) the need for educational professional development of all staff, (4) the need for coordination of program development with other educational agencies, (5) acceptance of responsibility for placement and follow-up of students exiting the system, and (6) the increase in per pupil costs for which new monies must ultimately be sought.

After administrative commitment was ascertained, the project proposal was presented to (1) all county level supervisors and administrators, including VTAE and Pupil Personnel Services, (2) elementary and secondary principals, (3) selected key staff members from proposed pilot schools, and (4) the School Board of Pinellas County.

Responsibility for final selection of pilot schools was delegated by the Superintendent to the Executive Assistant Superintendent of VTAE and other key personnel. Schools were recommended and selected on the basis of staff interest and student need for the program. After tentative selections were made, an orientation workshop was held for representatives of the schools. All personnel attending were charged with responsibility for informing others and getting support for the program in individual schools. Letters of support and acceptance were then solicited from the schools. All schools invited to participate accepted. (See list of schools and letters of acceptance in Appendix G.) One senior high, however, elected to drop out of the program prior to the implementation phase.

Following final approval of the project (February 17, 1972), a director and other staff were selected. (See Appendix H, Job Descriptions.) It was determined that in order to initiate a successful career education program, the Superintendent, Board of Education, Project Director and Staff, and other key personnel supporting the concept, would need to express commitment publicly. This series of events followed:

1. The School Board passed a resolution supporting career education. (Appendix L.)

2. Steering committees composed of representatives of the school and community were appointed. (Appendix I.)

3. The philosophical bases and general emphasis of the career education endeavor were developed.

4. Student and community needs were considered.

5. Priorities were determined on the basis of both student and community needs and the constraints of time and money.

6. Long and short range goals were developed.

7. Product objectives and expected outcomes were established to assure accountability for the program.

8. A third-party evaluator was selected.

9. An inservice staff development program was planned and implemented.

10. Selected processes for implementation of objectives in pilot schools were identified.

11. A master plan for implementation with what was considered to be an appropriate time frame was designed.

12. System-wide constraints (not related to the project) were identified and means of removing them received attention.

13. An organized system for keeping the public informed about the project was developed.

14. A comprehensive internal evaluation scheme to measure expected outcomes for both process and product was developed.

The Pinellas project was implemented in 9 pilot schools: 4 elementary, two junior high, 1 senior high, and 2 post-secondary. Combined enrollment in the schools exceeded 8000. Approximately 400 staff members serve those schools. Project goals were especially designed to bring together already operating components of career education in the county. A concerted effort was made to identify and integrate effective elements of other programs and projects (both academic and vocational) to build a composite, articulated program of career education.

OPERATIONAL GOALS

In-Service

1. Provide in-service preparation for teachers, parents, community representatives, counselors, and occupational specialists, administrators, and other support staff, to acquaint them with goals, objectives, methods, and evaluation criteria of the Career Education Project.

2. Design an on-going renewal program for upgrading skills and updating knowledge of Career Education staff members.

3. Develop summer workshop programs.

4. Identify and appoint in-service staff members to provide staff development experiences related to Career Education and the "COST" (Counselor - Occupational Specialist - Teacher) Instructional System. (COST teams from Career Education Pilot Schools will be expected to play an important role.)

5. Develop key workshop components in Career Education.

6. Solicit support from and work with neighboring colleges, universities, and curriculum laboratories in developing and teaching Career Education courses.

7. Develop and secure slide-tape and other media presentations for workshops and renewal programs.

Guidance

8. Develop the role of counselor and occupational specialist as members of the COST Instructional Team, with shared accountability for student performance.

9. Develop the role of the teacher as a member of the COST Instructional System, working to coordinate the resources of the counselor and the occupational specialist.

10. Identify and solicit resource people who will work with students on either a short-term or long-term basis; and develop the role of the parent as an aide, as well as the roles of other community resource personnel to work with the COST teams.

11. Develop interdisciplinary roles for all staff at all levels, K-14.

12. Develop job specifications, evolving roles, and specific tasks for a new position to be called "COST Team Assistant." This will permit more constructive and efficient use of total team efforts.

13. Further develop the evolving role of the media specialist in the Career Education movement and as a part of the support system for the COST Instructional System.

14. Further develop the evolving role of the principal as a COST Team Administrator.

15. Develop the role of county-level subject area supervisors when working with the Career Education pilot schools.

16. Develop a plan to implement Career Education concepts and the COST Instructional System in non-pilot schools.

Community Information and Involvement

17. Identify and appoint appropriate personnel for committee work on staffing; curriculum; COST team instruction; in-service; scheduling and efficiency management; placement and support systems; legal issues; policy making; and regulations.

18. Establish records of all visitations to Career Education pilot schools by persons other than school district personnel -- e.g., parents, business and industry representatives -- in order to determine the extent of community involvement.

19. Maintain records of all presentations, in order to develop a system for providing information to all school and community groups.

20. Set up a speaker's bureau, composed of members of the community who are committed to the Career Education Project. These persons can be called upon to give the most credible kind of information about the project, as disinterested third parties.

21. Arrange special activities for students; e.g., Youth Flair, Career Fairs, Campus Seminars, Open House, Parent Nights, Back-to-School programs, Special Assemblies, etc.

22. Select and appoint students to work with advisory groups; the student must be recognized as an equal in the development of Career Education activities.

23. Involve students in the collection of follow-up data.

24. Develop a comprehensive plan for public information to keep the public informed concerning the Career Education movement, and to solicit support for its concepts.

25. Develop a program for legislative review and eventual national dissemination, to share concepts unique to Career Education in Pinellas County.

Legal, Policy, and Regulations

26. Determine what Career Education monies are available and what procedures are best for obtaining these funds.

27. Meet with national and state legislators, and with advisory groups, to discuss recommendations for needed changes in laws, policies, and regulations which affect Career Education.

Support Systems and Placement

28. Provide a better information base for the COST team by developing placement and support systems (records for student information).

29. Develop a plan for the utilization of a computerized Career Education Guidance Component with related in-service, in order to better implement the data system mentioned in (28) above. Hire the Support Systems Coordinator to develop the computer-assisted guidance data base.

30. Develop a position of Support Systems Coordinator (i.e., specifications for the job title), to become a part of the Career Education Staff.

31. Insure the eventual placement of all students in an environment compatible with their skills, interests, and attitudes:

    a. to fulfill the school's responsibility to all students leaving the school system, either by graduation or early exit;

b. to serve as a bridge between school and the occupational world;

c. to provide necessary data for program evaluation.

32. Provide follow-up information on all existing students, and to use this information for program revision.

33. Facilitate easy exit and re-entry into the system, as deemed necessary by the student. Serve as a bridge between school and the world of business and industry.

34. The Placement Supervisor will assist counselors and other staff to increase their understanding of program objectives and current job descriptions and availability.

Curriculum

35. Screen, categorize, and develop Career Education teaching materials and resources to fuse, complement, and articulate with present curricula for students K-14.

36. Develop performance objectives for teaching units to cover the eight elements of Career Education; e.g., the performance objectives found in the U. S. Office of Education matrix and the Florida Department of Education Elementary and Secondary Academic and Vocational Standards.

37. Secure or develop teaching units for occupational areas within each of the clusters according to the Dictionary of Occupational Titles and/or other organizational pattern.

38. Consider the Career Activity Book format when developing or modifying units; review and revise the CAB format accordingly. (The purpose of the CAB format is to insure the fusion of the Career Education elements and the academic standard or interdisciplinary relevance within each occupational cluster.

39. Identify beginning competencies and employability skills being delivered by the teaching units, according to:

    a. the demand for the skill on some available job;

    b. the demand for the skill in local work-experience programs.

40. Develop teaching units which incorporate teaching responsi-

bilities to be shared by counselors, occupational specialists, teachers, and other support staff as part of the COST (Counselor - Occupational Specialist - Teacher) Instructional System -- a team effort to promote teacher effectiveness and to foster the concept of shared accountability.

Costs

41. Consider the expanded school day, week, and year, including double sessions and grade-level restructuring, to facilitate the implementation of Career Education concepts and the COST Instructional System.

42. Consider modular and block-time scheduling.

43. Develop a space-utilization model regarding special facilities, classroom capacity, staff assignments, and student density.

44. Examine transportation logistics.

45. Write monthly and quarterly reports to include new staffing patterns and summaries of all related committee activity workshops.

46. Develop a cost-effectiveness model based on cost-feasibility studies developed both statewide and nationally; e.g., State Department of Education and U. S. Office of Education models.

Scheduling and Efficiency Management

47. Develop a program for assimilating a Career Education student into a non-Career Education school.

48. Develop a plan for making the Career Education program a district-wide innovation, to include an organizational structure which will specify the function of Career Education in a direct staff or line relationship to the Executive Assistant Superintendent of Instruction, as is now done with elementary and secondary education.

49. Develop a broader rationale for the selection of performance objectives within the present course-selection rationale. Consider a broader rationale for selection of time (e.g., in modular scheduling students may change direction of work efforts at time intervals which suit him, whereas in computerized flexible scheduling they must change at regulated

intervals). This is a necessary step toward giving credit for performance objectives completed, to be added to (or eventually substituted for) Carnegie Unit Credit.

50. Develop industry resources through staff visits to industry, and include facilities outside the school district when considering utilization studies. (Business and industry develop their own presentations for schools.)

51. Consider industry and community facilities when scheduling students, in order to provide better utilization of space.

52. Provide cost data as a basis for cost-effective comparisons.

Longitudinal Effects of the Cost-Instructional System

53. Increase the self-awareness of K-14 students, and specifically, use the concepts of work, job, and career to enhance the self-awareness of students.

54. Increase the positive attitudes of K-14 students toward school and the personal, social, and economic significance of work.

55. Increase the career awareness of K-14 students by providing information concerning careers, employment opportunities, and avocational options.

56. Increase the decision-making capabilities of students K-14; i.e., increase the student's understanding of self in terms of knowledge of career options, career choices, and resulting life styles.

57. Provide 7-9th grade students with opportunities for detailed exploration of occupational clusters, with the resulting development of beginning competencies.

58. Provide 9-14th grade students with in-depth preparation in at least one occupational cluster, together with appropriate employability skills, leaving open the option to move between clusters, and the option of:

    a. intensive job preparation;

    b. post-secondary preparation;

    c. adult and continuing education

    d. baccalaureate preparation.

59. Increase the educational awareness of students K-14.

60. Increase the economic awareness of students K-14.

61. Provide intensive guidance and counseling services which will assist students in developing decision-making skills, specifically relating those skills to the selection of occupational specialties.

62. Examine various instructional modes and strategies for Career Education relevance; e.g., role playing, group dynamics, field trips, independent and group decision-making, open concept, modular and flexible scheduling, individualized instruction, and other related classroom management philosophies. Develop a more personalized educational program by unifying the entire school curriculum around a career development theme.

EXPECTED OUTCOMES OF THE COMPREHENSIVE CAREER EDUCATION PROJECT

As compared to students, teachers, administrators, counselors, and other supporting staff in the control schools, significant differences are expected in the Pilot Schools in the following areas:

In-Service

1. More positive attitudes toward Career Education concepts and the district project by parents, given the parent attitude questionnaire.
2. More positive attitudes toward Career Education concepts and the district project by staff and administrators, given the staff and administrator attitude questionnaire.
3. More variety in learning activities, given the recording of learning activities and resources on a process diary of teachers, counselors, occupational specialists, and students; more demonstrable marketable products and services by students.
4. More staff members released to take part in full-time renewal workshop activities.
5. More parents, industry representatives, and students taking part in either renewal or summer workshop programs.
6. More staff members taking part in summer workshop programs.
7. More workshop components for improving the basic skills, improving the ability of staff to operate in "open" facilities, and for developing industry resources for learning activities.
8. More relationships with institutions of higher education for the purpose of developing in-service training for teachers and for developing courses in Career Education.

Guidance

9. More commitment by counselors to change their traditional role to more of a group guidance orientation, and toward becoming facilitators of change by helping teachers improve their guidance skills with students, given a recording of counselor attitudes.
10. More commitment by teachers to change as a result of their working with counselors and occupational specialists and

coordinating their efforts as resource personnel, given a recording of teacher attitudes.

11. More positive attitudes by administrators (principals and district supervisors) toward the new role of the counselor and the occupational specialist, given a recording of administrator attitudes.

12. More parents involved as role models representing career clusters.

13. More visitations by industry representatives who are working with teachers and students.

Community Information and Involvement

14. More committee meetings in the areas of curriculum and differentiated staffing, to include the COST (Counselor - Occupational Specialist - Teacher) Instructional Team concept; cost effectiveness; scheduling and efficiency management; guidance and longitudinal evaluation of students; placement and support systems; and legal, policy, and regulation matters.

Support Systems and Placement

15. More coordinated support systems information for student decision making, to include:

    a. Individual student interests and occupational preferences; attitudes toward work, occupational choice, and employability; aptitudes (GATB 9, 12); temperament (Chronicle View).

    b. Employment availability records, including local, state, regional, and national trends.

    c. Demographic information, to include: referrals, grades, anecdotal records of course work and completed performance objectives, and work experience records (Central Computer File).

16. More exploration of clusters in grades 7-14, and more in-depth preparation and intensive job preparation in grades 9-14 (classload printouts by school and subject, grouped by clusters).

17. More students placed in jobs as a result of their own career

choices, as well as in baccalaureate programs, trade schools, and other satisfying societal offerings (e.g., military, travel, marriage).

18. More returns of student follow-up forms; improved records on repeaters, dropouts, and re-entries (from computer printouts).

19. More student productivity on the job, given employer feedback.

Curriculum

20. More teaching units secured or developed and classified according to:

    a. Occupational cluster;

    b. Grade level range;

    c. Codes for each of the eight Career Education elements embodied within the unit;

    d. Whether or not the unit includes interrelated guidance activities;

    e. Whether or not the unit includes related guidance activities;

    f. Whether or not the unit includes beginning competency skills or employability skills demanded in local jobs or current work experience programs;

    g. Validation of unit for content and operational objectives;

    h. Upward and downward articulation;

    i. Categorization of resources unrelated to any particular unit.

Costs

21. More benefit indicators (e.g., those listed in item 14, on the previous page) which can be viewed as cost-effective, given cost data, to include consideration of:

    a. The expanded school day, week, and year, including double sessions and grade-level restructuring;

b. Modular scheduling and block-time scheduling:

c. Space utilization, with regard for special facilities, classroom capacity, staff assignments, and student density;

d. Transportation logistics;

e. New staffing patterns;

f. Broader rationale for the selection of performance objectives by students, with consideration of credit for the completion of work on performance objectives in addition to Carnegie Unit credit.

g. Industry resources and facilities made available when scheduling students.

Longitudinal Summative (Product) Evaluation of Students

22. More educational awareness by students in Grades K-14, given the Pinellas County Survey of Educational Awareness.

23. More economic awareness by students in grades K-14, given the Pinellas County Survey of Economic Awareness.

24. More career awareness by students in grades K-14, given the Pinellas County Survey of Career Awareness.

25. More occupational self-concept commitments by students in grades 4-14, given the Pinellas County Survey of Occupational Self-Concept.

26. More practice in career planning and more career planning commitments in grades 7-14, given the Pinellas County Career Planning Survey.

27. More positive attitudes toward work and occupational choice in grades 7-14, given the Pinellas County Survey of Attitudes toward Work and Occupational Choice.

28. More employability skills in self-concept dimensions in grades 9-14, given the Pinellas County Survey of Employability Skills.

29. More employment entry skills and interests in grades 9-14, given the Pinellas County Survey of Employment Entry Skills and Interests.

COMPONENT REPORTS

During the first year of operation the program was organized around nine basic components: (1) elementary K-6, (2) junior high (7-9), (3), senior high and post-secondary (10-14), (4) guidance and counseling, (5) inservice staff development, (6) placement and follow-up, (7) public relations and public information, (8) articulation, and (9) evaluation. Components receiving major emphasis during school year 1972-73 included: (1) elementary, (2) guidance and counseling, (3) inservice staff development, and (4) evaluation. All other components will receive increasing emphasis during the second phase of operation (1973-74).

Elementary

The elementary component (K-6) received major emphasis during this first year of operation. In the early months of the project the Director searched the literature and examined demonstration elementary school career education approaches in Florida, Georgia, New Jersey, Texas and Illinois. The purpose of this search was to identify promising methods, techniques, and resources for increasing both self-awareness and career awareness in students K-6. Several valuable approaches were observed and many were later integrated into the Pinellas County Career Education program. Special attention was given to three Florida based projects:

1. FAIS -- Fusion of Applied and Intellectual Skills, University of Florida, Gainesville, Director, Mrs. Midge Smith.

2. Orange County Comprehensive Career Education Project, Orlando, Florida, Director, Mr. Robert Megow.

3. LOOM -- Learner Oriented Occupational Materials, Florida State University, Tallahassee, Director, Mr. John Geil.

In the early months of the Pinellas Project, these project Directors provided invaluable services to the PCCEP staff. Processes and products developed in the other projects became the early operating components of the Pinellas Project. LOOM materials were used in two of the four elementary schools and FAIS was combined with LOOM in one school, and one school used FAIS only.

A Career Education Task Force, made up of master teachers, counselors, and pilot school administrators, was appointed to work with teachers in exploring potential ways to revise existing curricula in order to refocus around the career development theme. The Task Force worked on a part-time basis in the Spring of 1972 to develop, review and field-test a variety of techniques and materials. Those judged best were selected for further consideration by larger groups in summer workshops. The Task Force assisted in workshops held during June and July, 1972, where pilot school personnel were introduced to career education concepts, theories, and strategies. Units of instruction were developed to fuse academic, vocational and guidance concepts, and many existing units were revised and adapted. Commercial resources were examined in depth and some were ultimately purchased for use in pilot schools. Career related materials were duplicated, purchased and disseminated to pilot schools in early October, 1972.

Additional staff members were appointed to handle responsibility for career education activities in all pilot elementary schools. Counselors were added to those schools not already having those services, and an occupational specialist unit was added to all four elementary schools in the project. In response to requests from principals of the pilot schools, two vocational teacher consultants were assigned to work with the elementary schools. The counselor, occupational specialist, and vocational teacher consultant, working cooperatively with classroom teachers, became the prime movers of career education in PCCEP schools.

Avenues to implementation were many and varied. Each school was encouraged to facilitate development of a career education program evolving around staff strengths and interests. However, broad goals were developed for all schools relating to (1) self-awareness and evolving concepts of self-understanding, (2) attitudes and appreciations, (3) career awareness, (4) employability skills, (5) decision-making, (6) economic awareness, (7) educational awareness, and (8) skill awareness and beginning competence.

Students (K-6) were helped to develop decision-making skills--thus enabling a systematic application of information to rational processes with regard to the eight elements (listed above) identified in the National Comprehensive Career Education Model (CCEM) developed at Ohio State University, and the 15 occupational clusters developed by USOE. These elements and clusters (See Appendix K for complete listing) were used to weave comprehensive career education into a sound basic program in the four elementary schools concerned.

Pilot elementary schools involved during the first phase of operation were:

Campbell Park Elementary, St. Petersburg, Mr. Leonard Summers, Principal

Eisenhower Elementary, Clearwater, Mr. Robert Burke, Principal

Lakeview Elementary, St. Petersburg, Mr. Louis McCoy, Principal

Palmetto Elementary, Clearwater, Mr. Frank Martin, Principal

Principals in pilot schools are to be commended for the dynamic personal leadership given in support of the PCCEP.

CAREER EDUCATION GOAL STATEMENTS
(K-6)

Kindergarten

1. Understand the rights and responsibilities of the individual at home and in school.
2. Understand the importance of each person in the function of the home.
3. Know the jobs of home members, school personnel and important community workers.
4. Understand the need to share and cooperate to complete tasks.
5. Understand cause and effect in making decisions.
6. Identify within the home unit: What is available, needed, wanted or luxury?
7. Become aware of roles in the home and similar roles in the school and community.
8. Identify and relate tools to the different careers.

Grade One

1. Know the importance of "self" as an individual and as a worthy member of groups.
2. Learn to appreciate all individuals in the school setting.
3. Relate home and school jobs to community functions.
4. Acquire the ability to work with others, develop and follow rules, accept direction, and take responsibility.
5. Become aware of the consequences of personal decision-making.
6. Become aware of the exchange of goods and services.
7. Understand similarities and differences between home roles, school roles, and community roles.
8. Understand that school is a job that requires mastery of basic skills for success.

Grade Two

1. Become aware of the capabilities and limitations of individuals.
2. Understand the importance of getting along with other people.
3. Gain a knowledge of jobs necessary to maintain home, school and community, and the interdependency of these jobs.
4. Identify interaction styles that contribute to individual and group goals.
5. Analyze alternatives to problems and be able to express them verbally or in written form.
6. Understand the money exchange system vs. the barter system.
7. Relate basic skill development to life roles in the home, school and community.
8. Understand the use of various communication skills and their effect on life-style and future career choice.

Grade Three

1. Recognize attitudes toward learning tools and their value in achieving individual goals.
2. Understand the various contributions of community work roles.
3. Compare local jobs to jobs in other areas of the nation.
4. Understand how to resolve personal conflict between individual and group goals.
5. Identify components of the decision-making process.
6. Understand how the monetary system works.
7. Understand the similarities and differences between life roles and learned skills.
8. Understand the use of additional tools and possible effect on life-style and future career choice.

Grade Four

1. Relate the mastery of basic educational skills to personal success.
2. Become aware of the wage earner's job and how it affects the home and family unit.
3. Group jobs in clusters according to similarity of job performance.
4. Identify styles of interaction that contribute to individual and group goals.
5. Realize the need for goals in life-style decisions.
6. Understand the process of production and distribution of goods and services.
7. Understand the similarities and differences between life roles and learned skills.
8. Understand the use of various communication tools and their effect on life-style and future career roles.

Grade Five

1. Become aware of the individual's rights and responsibilities as a worker.
2. Analyze work roles and identify advantages and disadvantages.
3. Understand the possible impact of career clusters on life-styles.
4. Understand how to relate the school environment to society at large and the need for structure and order.
5. Apply the decision-making process to school related problems.
6. Become aware of the law of supply and demand.
7. Understand the relationships between the role of the individual, his environment and the roles of selected adults.
8. Participate in and understand the processes of mass production and master several measurement tools.

Grade Six

1. Select career clusters and relate them to individual strengths and weaknesses.
2. Understand the relationship between occupations and possible growth and development.
3. Recognize abilities and skills required for various career clusters.
4. Identify the individual's role in society and its effect on increased personal satisfaction and improved group achievement and morale.
5. Apply the decision-making process to home and socially related problems.
6. Understand that specialization creates an interdependent society.
7. Understand the relationships between people and ultimate effect on the accomplishment of tasks.
8. Understand tools and processes used in research, and that simple machines are combined to produce complex machinery.

These grade-level goals were taken from The National Standard Career Education Model -- Kindergarten through Adult -- Goal Statements. The statements were adapted and prioritized by the PCEEP staff for use during 1972-73. The goals will be revised in accordance with findings reported in the Parent-Staff Attitude section of this report for 1973-74.

Junior High School

The junior high school component focused on the cluster approach to career orientation and exploration. Self-awareness activities similar to those introduced at the elementary level were adapted and used at the junior high level with considerable success. Expansion of in-depth exploration at this level will ultimately provide students with a better background for making realistic and relevant career related choices in high school and also provide early school leavers with some basic employability and job skills.

Both junior high schools selected to participate in the project had extensive pre-vocational programs. Project activities were designed to utilize these strengths and to sequence selected learning experiences to provide a basis for making judgments about the adequacy of stated objectives, effectiveness of experiences, and efficiency of the delivery system for meeting student needs as they relate to career development. Findings will be used to revise approaches to career education implementation at this level during 1973-74 when grades 7-9 will receive major emphasis.

Teachers from both participating junior high schools attended summer workshops to study career education concepts and related theories. They also prepared units of instruction which were later implemented in the classroom by individual teachers, but for the most part, career education concepts and related activities were fused with previously developed curricula to provide relevancy and to motivate students.

The junior high schools already had the services of counselors on existing staff, but an occupational specialist unit was added to each school, and this individual was specifically responsible for career related activities.

One comprehensive junior high school provided many field trips and exposure to hands-on activities for an elementary pilot school located nearby. This happy geographic circumstance proved beneficial to students of both schools.

Broad goals were developed relating to (1) self-awareness, (2) appreciations and attitudes, (3) career awareness, (4) employability skills, (5) decision-making, (6) economic awareness, (7) educational awareness, and (8) skill awareness and beginning competence.

Students (7-9) were helped to develop decision-making skills--thus enabling a systematic application of information to rational processes with regard to the eight elements (listed above) and identified in the National Comprehensive Career Education Model (CCEM) developed by Ohio State University, and the 15 occupational clusters developed by USOE. These elements and clusters (See Appendix for complete listing) were used to weave comprehensive career education into a sound basic program in the two junior high schools in the project.

Pilot junior high schools involved during the first phase of operations were:

Clearwater Comprehensive Junior High School, Clearwater,
Dr. Robert Safransky, Principal

Sixteenth Street Junior High School, St. Petersburg,
Mr. John Hopkins, Principal.

CAREER EDUCATION GOAL STATEMENTS
(7-9)

Grade Seven

1. Choose career clusters as related to interests and abilities.
2. Appreciate all forms of endeavor and work.
3. Understand the relationship between attitudes, values and career clusters.
4. Understand social and personal relationships and their effect on employment.
5. Weigh long and short range effects of different alternatives to specific problems.
6. Develop the concept of management of finances (earning, spending, borrowing, and savings).
7. Identify and understand values as they relate to lifestyles.
8. Master the use of tools and processes used in research in the physical sciences, and understand use of tools in selected career choices and clusters.

Grade Eight

1. Develop self-perception of abilities and interests as related to actual career requirements.

2. Understand the impact of work in one's life and the resulting need to make a meaningful career choice.

3. Understand the relationship between interests, abilities, and career clusters.

4. Relate personal and social interaction skills to career clusters.

5. Apply decision-making processes to study of careers.

6. Understand economic potential as related to career clusters, i.e., relate cost of entering a field to future expected income.

7. Identify present life-style and conditions determining that style.

8. Use basic tools found in career clusters.

Grade Nine

1. Build reality awareness perception (where I am as compared to where I want to be).

2. Relate attitudes and awareness to specific or related job clusters.

3. Based on understanding of interests, values, and abilities, survey career clusters and study specific courses in career clusters.

4. Understand the skills necessary to acquire, maintain, and progress in the world of work.

5. Analyze and refine previous career decisions based on counseling,work experience, and all other available information.

6. Understand the tools of business: Read and interpret tables, graphs, and charts used by consumers.

7. Determine a tentative personal schedule to acquire necessary and desired skills of a special nature.

8. Match necessary skills and processes with selected career clusters.

Secondary and Post-Secondary

The secondary and post-secondary institutions selected to participate in the projects continued highly realistic, career related programs previously developed to prepare youth and adults for successful entry and advancement in occupations for which they were trained or for successful pursuit of higher education. Cooperative work experience programs in the regular vocational areas were emphasized and became more meaningful as greater emphasis was placed upon methodology and techniques suggested through joint school and industry working relationships.

The comprehensive senior high school in the model showed considerable development toward the concepts embodied in career education and several academic teachers demonstrated understanding of the fusion process by revising existing curriculum and revamping course outlines and resource guides. The English department developed a new course specifically to meet the needs of students leaving formal schooling and entering the world of work after completing the 12th grade. The course will deal with basic communication and media and all content will be relevant to students seeking jobs and will assist the student in job performance. The course will be introduced in the 1973-74 school year.

Teachers studied career education concepts and related theories in a summer workshop. They also produced several units of instruction which were implemented in classrooms during the year. Guidance activities were stressed and a career information center was established. One high school added an occupational specialist to an already strong guidance staff, and this individual assumed major responsibility for career related activities in the school.

The two post-secondary schools involved in the project are to be commended for the quality of career related educational courses offered to students in both day and evening programs. Course content is directly related to the development of salable labor market skills.

Guidance and counseling services have been further emphasized and reinforced through the purchase of self-concept and career related information for use by counselors and students; and extensive plans to improve placement and follow-up services have been developed and will be implemented in 1973-74.

Both post-secondary schools have served as resource and field trip centers for elementary and junior high school groups. Pinellas Vocational Technical Institute also sponsored a highly successful workshop for academic teachers, counselors and administrators during the summer of 1972.

Broad goals were developed relating to (1) self-awareness, (2) appreciations and attitudes, (3) career awareness, (4) employability skills, (5) decision-making, (6) economic awareness, (7) educational awareness, and (8) skill awareness and beginning competence.

Students (10-14) were helped to develop decision-making skills--thus enabling a systematic application of information to rational processes with regard to the eight elements (listed above) and identified in the National Comprehensive Career Education Model (CCEM) developed by Ohio State University, and the 15 occupational clusters developed by USOE. These elements and clusters (See Appendix for complete listing) were used to weave comprehensive career education into a sound basic program in the schools involved.

Pilot secondary and post-secondary schools involved during the first phase of operations were:

Dunedin Comprehensive Senior High School, Dunedin,
Mr. Francis Freeman, Principal

City Center for Learning, St. Petersburg,
Mr. Robert Anderson, Director

Pinellas Vocational Technical Institute, Clearwater
Mr. Rex Gaugh, Director

CAREER EDUCATION GOAL STATEMENTS (10-14)

Grade Ten

1. Relate personal values and the influence of other's values on individual career choice(s).
2. Understand the importance of all careers and their contribution to society.
3. Explore the career clusters in-depth based on interests, values and abilities; and gain related work experience.
4. Develop personal and social interaction skills related to the in-depth study of one or more career clusters.
5. Select a career cluster for in-depth analysis.
6. Relate legal and financial consideration to career clusters in general.
7. Acquire special skills needed for predicted or desired life-style.
8. Match individual abilities and interests with skills and processes needed in career clusters.

Grade Eleven

1. Modify and/or accept differences between the individual's personal values and the influence of others on career choices.
2. Make a commitment to the selection of a career based on individual interests, attitudes, values and education.
3. Identify abilities necessary in selected career choice(s).
4. Develop employability skills necessary for the anticipated job, and plan alternatives for job placement.
5. Make a tentative career choice.
6. Understand the relationship of legal and financial considerations to a specific career cluster and personal and family matters.
7. Assess and implement a personal plan to obtain the necessary or required skills to support a specific career choice.
8. Develop skills basic to the chosen career cluster.

Grade Twelve

1. Develop self-confidence in anticipated career choice.
2. Understand the tasks required within chosen job cluster(s) and develop the specific skills needed.
3. Reassess abilities, interests, and attitudes according to selected career and life-style, and determine other requirements.
4. Explore at least three alternatives for job placement through work experience.
5. Become aware that career decisions are flexible at the expense of time, effort and money.
6. Understand the financial and legal instruments that govern and protect the worker, and relate this to various roles assumed in the economy.
7. Plan to acquire the necessary skills remaining to support a chosen life-style.
8. Master the basic skills in chosen career cluster(s) and develop skills related to a specific job.

Grade Thirteen

1. Apply self-awareness experiences to assure success in a realistic career and life-style plan.
2. Analyze career and life-style decisions as they relate to planned goals.
3. Refine and redirect career knowledge of field through counseling and guidance, and survey courses in career clusters.
4. Demonstrate through planned work experiences knowledge of skills needed to become employable.
5. Formulate plan for in-depth study of selected career clusters.
6. Understand and apply knowledge of economic responsibilities to career decisions.
7. Integrate educational experiences with applied experiences in a chosen career.
8. Function at acceptable levels of competency as established by your chosen career.

Grade Fourteen

1. Function within career decisions as a self-sufficient, happy citizen.

2. Integrate the career and life-style of the individual into society.

3. Reassess career goals, and identify and understand life-styles as related to advancement in career choice.

4. Integrate all knowledge and experiences into planned career.

5. Organize and apply resources to chosen career.

6. Be able to project economic implications of career decisions to your chosen future life-style.

7. Formulate future career options and perform within the established requirements.

8. Master proficiency of a chosen career as established by certification, license and/or standards.

These grade-level goals were taken from The National Standard Career Education Model--Kindergarten through Adult--Goal Statements. The statements were adapted and prioritized by the PCEEP staff for use during 1972-73. The goals will be revised in accordance with findings reported in the Parent-Staff Attitude section of this report for 1973-74.

Guidance and Counseling

Guidance and counseling assumed a key role in the early development of the Pinellas County Career Education Project. It is seen as the one element that ties all career related experiences together into a meaningful whole. The developmental concept of work, attitude formation, vocational experiences and career choices necessitates focus on the individual's self characteristics as they relate to job characteristics. Extensive guidance and counseling activities conducted by classroom teachers or guidance counselors assist the student in developing self-awareness and self-understanding regarding attitudes, aptitudes, values, interests, needs and abilities as they relate to potential career choice.

The counselor, acting as catalyst, organizer and coordinator, is helping to plan a systematic and developmental program of activities working with teachers, curriculum groups, and community resources for the purpose of promoting career development. Counselors are involved with teachers in planning instruction designed to help pupils develop greater self-understanding. Counselors also help teachers improve guidance skills for use in the classroom. Counselors work toward improving the student's decision making skills by using developmental group approaches more than remedial crisis approaches.

The classroom teacher is no longer solely responsible for pupil progress --or lack of it--the concept of shared accountability commits the counselor to more responsibility for serving both the educational and the personal-social needs of students in a planned system of instruction. Guidance, under the counselor's leadership, is rapidly becoming one of the most important components of the delivery system for career education in Pinellas County.

In pilot schools the career education team consists of a counselor, an occupational specialist, and a classroom teacher. Members of the COST team (Counselor, Occupational Specialist, and Teacher) work and plan together to provide career education activities which fuse or blend with the classroom teachers' basic instruction. The unified approach works like this: As a teacher plans or prepares a unit of instruction, the counselor and occupational specialist suggest strategies and methods for including many of the career education elements. The counselor may suggest specific activities dealing with self-awareness, decision-making skills, employability skills, and educational awareness. The occupational specialist then adds suggestions for including activities in career awareness, appreciations and attitudes, skill awareness and economic awareness. In this manner, the entire COST team becomes accountable for the instruction and education of students--not just the teacher alone.

COST team members in the nine pilot schools have accepted changing roles with considerable enthusiasm. Guidance, with the help of the classroom teacher and the occupational specialist, now permeates the entire school environment. It is safe to say that the goals of guidance are sufficiently broad to preclude accomplishment by any single worker, however well qualified. Thus, this broader roles for counselors must be encouraged.

Inservice Education

The inservice education component was the first to receive attention. Project staff judged this to be the most vital link in the intricate chain of career education strategy. Summer workshops (1972) provided a basic orientation to career education concepts and theory for 225 teachers, administrators, counselors, and support staff. Philosophy, goals, objectives, methods, techniques, and resources were explored and developed. Workshops (8 in total) were all designed to facilitate a unified approach to implementation of career education in Pinellas County. However, flexibility was stressed, and no attempts were made to force schools to conform to specific plans. Each school was encouraged to develop a program which supported broad goals of the project, but first consideration was given to the needs of students, and to the strengths and weaknesses of staff members.

Workshop activities centered around identification of methods and strategies for obtaining and disseminating information on self-concept, career clusters, educational opportunities, employment possibilities, community resources, and methods for fusing vocational, academic, and guidance activities into existing curricula.

Participants also engaged in experiences planned to improve their guidance and counseling skills in the classroom. These activities included values clarification strategies and individual and group counseling methods. Other workshops provided "hands-on" activities which gave teachers the "feel" of different occupations, and also provided meaningful field trips to local business and industry to learn first-hand about jobs and job requirements.

This composite of workshops helped teachers to modify personal values and attitudes regarding educational focus and traditional emphases. Realistic exposure provided counselors, teachers and administrators with new and different perspectives regarding the traditional roles of educators. Participants came away with a better understanding of the importance of helping students to develop affectively as well as intellectually.

Workshop members produced 125 instructional units in a variety of academic and vocational areas. Approximately 50% of the units also included guidance activities appropriate for use with the unit.

Inservice activities continued through out the year as counselors, occupational specialists, teachers and administrators from pilot schools met with the career education task force and project staff to (1) discuss problems relating to implementation, (2) consider new approaches to curriculum and implementation (COST/CAB), (3) evolve evaluation processes and procedures, (4) share ideas, (5) update process diaries, and (6) make recommendations for future inservice workshops (1973-74).

Placement and Follow-Up

The placement and follow-up staff worked cooperatively with guidance counselors, occupational specialists, cooperative education coordinators, vocational teachers, work-study coordinators, and the employment security agency to facilitate plans for a centralized placement and follow-up office to serve all Pinellas County schools. Philosophy, goals, and operational objectives were developed.

Educational and community advisory committees were appointed and plans made to have this component fully operational (both centralized placement and follow-up) by October, 1974. In the meantime, services will be available to assure that students leaving career education schools will be placed on jobs or in other educational programs. Assistance will also be available to students desiring part-time and summer employment. Lack of adequate facilities has hindered full implementation of this component during 1972-73.

An Employability Skills course has been developed by the staff and the Advisory Committee. This program will be implemented during the 1973-74 school year. Courses will be taught by placement personnel and held at various locations in the County (both day and evening).

Public Relations and Public Information

The public relations and public information component is recognized as being of prime importance to the ultimate success of career education efforts in Pinellas County. The educational community, as well as business and industry, has been extremely interested in project activities and results. Many hours of staff time have been devoted to the development and delivery of presentations to a multitude of different groups.

Early interest was expressed by the Education Committee of the St. Petersburg Area Chamber of Commerce. They were the first community group to request information about the project. Following an initial presentation to the group, a sub-committee for Career Education was appointed by the Chamber. This sub-committee ultimately organized a group of business and industry representatives to provide resources for career education pilot schools. (See Appendix for list of resources) Similar offers have now been received from the Largo, Clearwater, and Dunedin Chambers. Business and industry persons have contributed many hours and much valuable resource material to project schools.

The National Alliance of Businessmen also supported early efforts by including information about the project in a brochure developed for distribution in the community. NAB also provided speakers for project schools.

This component will receive increased emphasis during the 1973-74 school year, and a concentrated effort will be made to involve parents of students in the career education program in an organized fashion.

Articulation

A comprehensive articulation plan was recognized as a vital component of the project, but a meaningful approach was most difficult to evolve. Teachers across a broad spectrum of subject areas and grade levels had to be involved, and these teachers needed experience in career education before they could address themselves to this important task. As the year progressed, the need for planned articulation became self-evident. Teachers at different grade levels in the same school found that they were involving students in the same or highly similar activities. However, following a few such incidents, teachers began to concern themselves with solutions to this complex problem.

Articulation will receive major attention during 1973-74. The Career Activity Book approach is seen as one possible method for providing direction. This new approach, now under development, is a relevancy based curriculum design effort to provide teachers and students with activities which are real-world oriented. The CAB is a collection of useful, practical activities that are student-centered and require active involvement on the part of students. All activities in the books will be related to (1) career education elements, (2) occupational clusters, and (3) State Accreditation Standards for a given subject at a specific grade level. This suggested and still evolving approach has already received favorable attention in Pinellas County and around the State of Florida.

A comprehensive five-year plan to facilitate implementation and articulation of career education concepts in Pinellas County Schools has been submitted for consideration. With increased emphasis on this component during the upcoming year, an approach to articulation is expected to evolve from, and deal specifically with, the (1) eight elements of career education found in CCEM, (2) fifteen USOE career clusters, and (3) COST/CAB Instructional System.

Evaluation

All Part C, Research and Development, Career Education Projects, were required to contract for an independent evaluation. Pinellas County School Board contracted with The Southern Association of Colleges and Schools to provide this service. A contract was granted in July, 1972. Dr. Janie Jones made the initial visits to the project in April and July of 1972. When Dr. Jones left SACS to accept another position, the responsibility was assigned to Dr. A. B. Moore, presently a Specialist with The Center for Vocational and Technical Education (CVTE) at Ohio State University. Dr. Moore had previous experience in evaluation of career education projects through association with The Center for Occupational Education, North Carolina State University, Raleigh, North Carolina.

Dr. Moore and three other Career Education Specialists conducted the balance of the site team visits to Pinellas County career education pilot schools between December, 1972 and June 30, 1973. Other site team members included, Mrs. Marquita McLean, Guidance and Counseling Director, Board of Public Instruction, Cincinnati, Ohio; Mrs. Maybelle Black, Director, of K-6 Component for 20 Career Education Projects in the state of Ohio; and Dr. Marvin Robertson, Specialist in the evaluation of Secondary and Post-Secondary programs, and Placement and Follow-Up, at the University of Georgia, Athens, Georgia.

In addition to the required third-party evaluation, Pinellas County also contracted with Dr. Thomas Justiz, to provide internal evaluation services for the project. Dr. Justiz was an evaluation specialist with CVTE at Ohio State University during the early months of the Comprehensive Career Education Model, and later became Ohio State Site Team Director at the Pontiac, Michigan, Career Education Site.

The external and internal evaluators met with the career education staff in December, 1972, to develop philosophy and evolve a plan for formal evaluation of the project. The goals of the project were examined and restated (see Pages 23-27) and a set of research questions (hypotheses) were drawn up related to the revised goals (see Page 30). A milestone-type schedule suggested certain instruments and procedures for data collection and analysis (See Appendix B), as well as an interlinking relationship between the external and internal evaluators.

It was recognized by the project staff that not all of the research questions (hypotheses) would be fully evaluated in the first year of the project and several would depend on subsequent funding. Major questions to be answered during the first year were determined to be: (1) To what extent have career education concepts been implemented in the pilot schools? (2) How can we measure student performance (and ultimately student growth) in career education? (3) How can we develop standardized tests to measure student growth in career education?

The external evaluators were primarily responsible for providing answers concerning the extent to which career education concepts had been implemented in pilot schools. However, the internal evaluators provided as much assistance as possible. The external evaluator judged the face validity of instrument developed by internal evaluators and also was in the County to appraise data collection procedures in the schools during the month of May, 1972.

The Career Education Task Force and selected representatives from pilot schools were also heavily involved in the evolution of evaluation forms, instruments and procedures. All instruments used for evaluation purposes in 1972-73 will be revised and field tested to further determine validity and reliability during 1973-74.

SUMMARY OF INSERVICE DATA

The PCCEP staff judged inservice efforts to be successful as indicated by teacher responses to workshop evaluation and the ultimate implementation of project goals and objectives in individual classrooms. Approximately 438 hours of workshop activities were provided for 225 teachers, counselors, administrators, and other support staff in a period of six weeks (June 17, 1972 - July 30, 1972). A total of eight workshops were held with times, locations, and objectives varying to meet the needs and interests of participants.

This synopsis has been prepared as a brief explanation of the statistical data herein reported. Several items are pointed out as being important considerations for the reader. There is a slight discrepancy between the number of individuals enrolled per workshop and the actual number of responses on the evaluation summaries. This difference resulted because of (1) absenteeism on the day of evaluation, (2) participants failing to mark some items, and (3) difficulty encountered in interpreting responses.

Attention is focused on average cost per teacher, with and without planning and implementation costs. Stipend costs averaged $254.00 per teacher, and the cost for planning committees, consultant fees, staff salaries, office expense, and travel averaged $106.00 per teacher. The total average cost per participant was approximately $360.00. Separate lists of participants in each workshop indicates the average stipend cost per workshop. Differences in average costs are due, primarily, to differences in rank and tenure of participants.

One of the most important aspects of the following report is the summary data on workshop evaluation provided by teacher response. Although it is difficult to accurately determine the degree of effectiveness in workshops of this type, some meaningful indicators of success were apparent when the total responses were tabulated and analyzed.

Assuming that the degree of success achieved by participants in the workshops can be measured by having participants mark either A and/or B (helped to a great extent and/or helped to a considerable extent) on the evaluation, positive results are apparent. Approximately 83% of all possible responses fell into these two categories. This appears to be a positive indication that participants felt the workshops to be effective in accomplishing stated objectives. It is also significant to note that forty-eight percent of all participants responding placed responses in category A (indicating the great extent to which the workshop had helped).

Four individual items appeared to have special significance. Item number five (developing an understanding of the importance of a positive attitude, appreciation and respect for all careers) appeared most beneficial in that sixty-two percent of all possible responses fell into the highest category (A). Attention is also invited to items two (developing an understanding

of career education philosophy and concepts), four (developing an understanding of the world of work concept and its relationship to occupational clusters), and six (developing an understanding of the relevance of academic programs to career education). Each of these items (2, 4 & 6) revealed that at least 56% of all responses fell into the highest benefit category (A).

The written statements found in items 12 through 15 of the evaluation have not been edited and appear just as teachers made them. Total number of responses per statement were not tabulated. However, these comments and other informal responses have contributed significantly to improving future career education inservice activities in Pinellas County.

CONSULTANTS

Mrs. Midge Smith, Project Director of FAIS, P. K. Younge Laboratory School, University of Florida, Gainesville, FL.

Mr. C. S. Broward, Media Specialist, FAIS, P. K. Younge Laboratory School, University of Florida, Gainesville, FL.

Dr. Leonard Jackson, Curriculum Consultant, FAIS, P. K. Younge Laboratory School, University of Florida, Gainesville, FL.

Mr. John Geil, Director, Project LOOM, Florida State University, Tallahassee, FL.

Mr. William Ripley, Career Counselor, Orange County Career Development Project, Orlando, FL.

Mr. John W. Daniels, Career Counselor, Orange County Career Development Project, Orlando, FL.

Mrs. Jean Johnson, Consultant, Values Clarification, Human Relations Project, Pinellas County Schools, Clearwater, FL.

Dr. Ronald Shearon, Assistant Professor of Adult Education, North Carolina State University, Raleigh, North Carolina

Dr. Joyce Chick, Head, Department of Counselor Education, Florida State University, Tallahassee, FL.

Miss Mary P. Allen, Associate to the Director for Governmental Relations, American Vocational Association, Washington, D.C.

CAREER EDUCATION WORKSHOP EVALUATIONS

SUMMER WORKSHOPS - 1972*

To what extent has this Career Education workshop helped you to:	Number & Percent of Responses/Category (Response Categories**)							
	A		B		C		D	
	N	%	N	%	N	%	N	%
1. develop methods which will enhance the education of students in your school?	88	46	70	37	32	17	0	0
2. develop an understanding of career education philosophy and concepts?	110	58	64	33	15	9	0	0
3. develop an understanding of career education objectives at national, state, and local levels?	62	33	81	44	42	22	3	1
4. develop an understanding of the world of work concept and its relationship to occupational clusters?	110	58	59	31	19	11	0	0
5. develop an understanding of the importance of a positive attitude, appreciation and respect for all careers?	121	63	51	26	19	9	4	2
6. develop an understanding of the relevance of academic programs to career education?	106	58	63	33	17	8	3	1
7. develop an understanding of the guidance function in career education?	73	38	81	44	32	17	2	1
8. develop my awareness of resources available for teaching with career emphasis?	87	47	70	37	27	14	4	2

*190 participants in eight summer workshops.

**Response categories:
A - to a great extent
B - to a considerable extent
C - To some extent
D - Not at all

Number & Percent of Responses/Category
Response Categories**

To what extent has this Career Education workshop helped you to:	A		B		C		D	
	N	%	N	%	N	%	N	%
9. develop a model unit of instruction using career information and career related activities?	80	41	66	35	38	19	10	5
10. develop skill in the fusion of academic and vocational concepts in the revision of the regular curriculum?	80	43	67	35	42	21	3	1

** Response Categories

A	to a great extent
B	to considerable extent
C	to some extent
D	none

EVALUATION STATEMENTS: By Mr. Clarence Givens, Workshop Director, for the "Career Education and the Guidance Function" workshop, Summer 1972.

Primary objective of the guidance workshop was correlation of the guidance function to the total career development project. Workshop format was designed to accomplish this objective. Purposes of the workshop were to: (1) orient guidance personnel concerning the basic concepts and philosophy of career education, (2) explore the role of pupil personnel services in the development of a career education model, (3) consider methods for increasing guidance services to students as these services relate to career education, and (4) consider the feasibility of specific services to classroom teachers in order to increase the use of guidance skills in the classroom.

Specific objectives of the workshop were to: (1) inform pupil personnel staff concerning career education concepts and philosophy, (2) determine the objectives of career orientation and guidance in Pinellas County, (3) determine and state the role of pupil personnel services in the full development of career education, (4) identify changes needed in existing services and determine methods of facilitation to assure achievement of objectives, and (5) develop and test a plan designed to increase the counseling skills of classroom teachers.

The following composition of personnel participated in the 60-hour workshop: (K-6)-- 11 teachers, 5 counselors, and 1 librarian, (7-9) 2 teachers and 1 librarian, (10-12) 3 teachers and 1 counselor. The workshop components were designed to prepare participants to function more efficiently in achieving the goals and objectives of career education as they relate to guidance. Five components were identified as essential: (1) philosophy, goals, objectives, and concepts, (2) career development theory, (3) communication skills and interpersonal relationships, (4) school, community, and employment resources, and (5) guidance functions. Each component contributed to the whole and provided for meaningful continuity.

The workshop emphasized process more than product or content. The purpose of materials produced was to give the participant the opportunity to apply learnings and test knowledge of the techniques given. The philosophy, goals, objectives and concepts of career education were readily accepted and served appropriately to unify the thinking of the group. Participants moved quickly from a collection of individuals from different disciplines and schools, into a cohesive group displaying purpose and commitment to career education for youth.

Career development theory, although useful, was received with less enthusiasm than expected. This was attributed to the theoretical nature of the topic which in essence requires more time to develop than was available or practical.

Communication skills were most enthusiastically received. The processes of values clarification, reflective listening, sending-receiving messages and interpersonal relationships formed the basis of this component. Evidence of personal growth, as well as professional skills development was apparent among the participants. (The personal growth factor was an unexpected outcome of this component.) Several participants suggested the value of more exercises of this type.

The school, community, and employment resources unit was intended to be informational. However, topics and resources related to values clarification and work attitudes received attention second only to field trips to industry and "hands-on" experiences. More time should have been allotted in this area. Several field trips to local business and industry had to be cancelled due to a shortage of time.

The guidance function, where participants were expected to develop materials or units of instruction based on learning, gave rise to frustration. The time allotted did not provide opportunity to incorporate all skills and concepts considered in the workshop. Nevertheless, enthusiasm never waned and examples of materials produced indicated a thorough grasp of the fundamentals of career education as applied to guidance.

The workshop was very successful when judged by participant reaction. Each participant gained both professionally and personally, and should be able to function well in promoting career development concepts in Pinellas County Schools.

COUNTY-WIDE CAREER EDUCATION WORKSHOP

CAREER EDUCATION AND THE GUIDANCE FUNCTION

JULY 10 - JULY 21, 1972

(60 Hours/10 Days)

PARTICIPANT	SCHOOL	GRADE-SUBJECT
Ateek, Louis E.	Dixie Hollins High	12 - Social Studies
Bolden, Barbara	Glenoak Elementary	6th grade
Bravos, Nick	Dunedin Sr. High	12 - Business Law
Bushell, Ruth T.	Seminole Jr. High	Librarian
Castner, Stephen	Clearwater Comp. Jr. High	7,8- English
Cheney, Thomas	Lakeview Elementary	5, 6th grade
Cooper, Dorothy S.	Seminole Jr. High	7,8-Social Studies
Crook, Thomas M,	Dunedin Sr. High	10 - Chemistry
Davis, Solomon S,	Dunedin Sr. High	12 - Art
Dennis, Marguerite	Campbell Park Elementary	6th grade
Foster, Sarah	Eisenhower Elementary	1 - 3
Hansell, Joyce	Palmetto Elementary	Kindergarten
McConnell, Miriam	Lakeview Elementary	Counselor
McNeil, Gladys	Eisenhower Elementary	1 - 3
Medus, Frankye	Campbell Park Elementary	Librarian
Noyes, Mary	Campbell Park Elementary	3rd grade
Payne, Carol	Wildwood Elementary	Counselor
Rankin, Deborah	Lakeview Elementary	Counselor
Reed, Susan M.	Tarpon Springs Elementary	Counselor
Reddick, Annie M.	Melrose Elementary	Counselor
Robinson, Oscar	Maximo Elementary	4 - 5
Roberts, Mary	Palmetto Elementary	2nd grade
White, Marlene	74th St. Elementary	2nd grade
Williams, Harold	Campbell Park Elementary	3rd grade

COSTS:

Workshop Payroll	$6,992.31
Average Cost per teacher	291.34

TOTAL TIME:

240 Days
1,440 Hours

The above costs do not include salaries, travel and supplies for Consultants and the Career Education Staff.

Workshop Directed by:
Clarence C. Givens

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

CAREER EDUCATION AND THE GUIDANCE FUNCTION

SUMMARY OF CAREER EDUCATION WORKSHOP EVALUATION

A. to a great extent
B. to considerable extent
C. to some extent
D. none

To what extent has this Career Education workshop helped you to:

	A	B	C	D
1. develop methods which will enhance the education of students in your school?	13	6	1	
2. develop an understanding oc career education philosophy and concepts?	11	7	2	
3. develop an understanding of career education objectives at national, state, and local levels?	7	7	5	
4. develop an understanding of the "world of work" concept and its relationship to occupational clusters?	13	5	6	
5. develop an understanding of the importance of a positive attitude, appreciation and respect for all careers?	14	6		
6. develop an understanding of the relevance of academic programs to career education?	11	5	4	
7. develop an understanding of the guidance function in career education?	14	4	2	
8. develop my awareness of resources available for teaching with career emphasis?	14	5	1	
9. develop a model unit of instruction using career information and career related activities?	6	11	3	
10. develop skill in the fusion of academic and vocational concepts in the revision of the regular curriculum?	8	8	4	

11. The amount of time allowed for this workshop was - (check one):

_____ too much

13 O.K.

9 too little

12. What aspects of this workshop have been of most value to you?

The exposure to the many resources.
Group participation.
Guidance function.
The actual participation in workshop activities rather than the spectator sort of activities.
Guest speakers - Dr. Chick, Dr. Bailey, Mary Allen
Panel of Business and Labor.
Value and Clarification and Technique in helping children develop self-awareness.
Exposure to Career Education work being done at various grade levels.
Personal involvement.
The importance guidance plays in the total school.
Change my values toward the "World of Work."
An understanding of how career education can be fused into the curriculum.
Knowledge of the many materials, films and activities that can be used in career education programs.

13. What aspects of this workshop have been of least value to you?

None
Midge Smith's presentation.
Some of the films.
Exposure to FAIS.
Too little time for discussion and field experiences.
Too much repetition in the film area.
Panel of businessmen.
Everything had some merit.
FAIS presentation was least effective.
Exploratory areas of industry.
The session relating to reflective thinking.

14. Did you experience any technique or idea in this workshop that would be suitable for inclusion in your teaching situation? Please explain.

The technique of communication.
Reflective listening.
Communication skills.
Methods of teaching career awareness.
Value clarification games.
The cluster approach to awareness in education.

Ideas for presenting programs to parents making them aware of Career Education.
Fusing concepts with curriculum and putting career education on/in school curriculum.
Careers in commercial art and other related art courses.

15. What suggestions do you have for the overall improvement of this workshop?

More "Hands--on" experiences.
More time, less spectator and more participation by members of the workshop group.
Do fewer activities but in greater depth.
More relevant materials.
Involvement of more secondary personnel.
A room with fewer interruptions.

EVALUATION STATEMENTS: By Mr. Donald Rosenberger, for specific workshops directed during the Summer of 1972

The following evaluation statements are based on (7) objectives formulated by the Elementary Career Education Advisory Committee. Those objectives are as follows: (1) To develop an understanding of the world of work, (2) To develop an understanding that the world of work is divided into clusters of careers, (3) To develop a positive attitude, appreciation and respect for all careers, (4) To develop an understanding of student's varying experience level, (5) To develop an understanding of the importance of student self-concept, (6) To develop an understanding of methods and techniques of implementation and fusion of career education into existing curriculum, and (7) To develop an understanding of the relevance of academic programs to careers.

CAMPBELL PARK, LAKEVIEW, AND PALMETTO ELEMENTARY SCHOOLS

During this 30-hour workshop, approximately 20 percent of the time was spent orienting teachers to the broad concepts of career education. The Campbell Park and Palmetto staff members used the remaining time to produce instructional units which fused academic and career concepts. The Lakeview staff used the remaining time reviewing and rewriting the school philosophy around a career development theme. Sources of information and materials needed to implement career education were reviewed and the organization of a career activity file was started. Considering the length of the workshop, the seven objectives formulated by the Advisory Committee were attained to a satisfactory degree.

More specifically, the participants completed the workshop with at least an elementary knowledge of the world of work and the cluster concept. Attitudes toward all careers appeared to become more positive as the workshop progressed. Participants gave verbal support to the importance of student self-concept and the importance of differences in individual experiences of students as related to learning.

The objectives concerned with techniques of implementation, fusion of career education into existing curricula, and relevance of academic programs to careers seemed somewhat elusive. Objectives were stated in terms of understanding and if the production of units of study are an indication of understanding, they were attained to a satisfactory degree. Final judgment should, however, be reserved until there is an opportunity to observe teachers implementing units of study in the classroom.

Based on the outcomes of this workshop, it would appear that more time needs to be spent helping teachers become more thoroughly oriented to the world of work, and in developing techniques and activities designed to help children understand themselves. Technical help is also needed in the production of materials for use in the classroom. A thirty-hour workshop is not enough time to accomplish all of the objectives at a practical operational level.

EISENHOWER ELEMENTARY SCHOOL

During this 30-hour workshop approximately 15 percent of the available time was devoted to orienting teachers to the broad concepts of career education, sixty percent to organizing and writing up activities related directly to careers, and 25 percent to the study of values clarification techniques and related strategies.

The seven objectives formulated by the Advisory Committee were attained with varying degrees of success. There was a minimum amount of time spent in orienting the participants to the world of work and to the cluster concept. It became very evident that more time should have been devoted to this aspect of the workshop. There was too much indecision concerning "how to proceed" with career education in an open-concept school. This can probably be attributed to lack of information basic to the concept of career education. An attempt to remedy this situation was made on an individual basis.

A considerable number (approximately 200) activities were written up for an activities file or bank. Each activity was directly keyed to one of the 15 USOE clusters. Specific careers were identified, job descriptions including a list of duties were written, and this was followed by a list of suggested activities.

Participants were also very interested in techniques of values clarification. A program was presented which included a sampling of techniques and activities that teachers could use with children in the classroom.

As stated previously, the workshop should have devoted the full thirty hours to orientation and development of the concept of career education, career information and the fusion process. A similar amount of time should have been spent on theory and techniques related to working with children in the area of self-awareness, self-understanding, and attitudes. Finally, additional time should also have been spent on the development and production of materials.

Considering the number of activities developed and the effectiveness of the values clarification portion of the workshop, one must consider the workshop a success. Final judgement should be reserved until activities developed in the workshop have been implemented in classrooms.

PLANNING AND DEVELOPING RESOURCES TO IMPLEMENT CAREER EDUCATION

The Advisory Committee designed and organized this 90-hour workshop to provide a program of activities which would expose teachers to the wide range of occupations or careers, the cluster concept, the relationship of career education to academic curriculum, and provide an approach to the fusion of career education concepts into existing academic curricula.

Approximately 50 percent of the time was devoted to activities and discussion centered on the above and the remaining 50 percent was devoted to the organization and writing of units, suggested activities, and the development of bulletin board and poster ideas.

Half of the workshop participants were given an opportunity to participate in a workshop conducted by the FAIS (Fusion of Applied and Intellectual Skills) Project which emphasized values clarification theory and techniques.

The seven objectives were attained to a very satisfactory degree, and there was ample time to present materials and information. Participants were able to actually engage in activities which could be adapted for use in the classroom with children. Teachers viewed first-hand a number of careers and clusters through field-trips to business and industry. There was also ample time to view a series of films about the clusters and this helped to familiarize teachers with a wide range of career possibilities within each cluster.

The Advisory Committee is to be commended for the excellent work involved in planning this sequence of effective activities.

GENERAL EVALUATION

As has already been stated, the workshops enjoyed varying degrees of succes for multiple reasons. The 30-hour workshops should have had fewer goals and if the goals were to be concerned with production of materials, the workshop should have been limited to teachers familiar with the concepts of career education and the fusion process. A sequence of workshops, organized in a logical order would be more effective when time permits. Logical sequencing might be as follows: (1) An overview - philosophy, goals, objectives, and concepts of career education--six to twelve hours, (2) Introduction to the cluster concept, relate career information, and take field-trips to business and industry--ten to twenty hours, (3) Developing techniques and activities relating to student self-concept, attitude formation, and communication skills, for the classroom teacher--30 hours, (4) Career education/core curriculum relationship, fusion process--six to twelve hours, (5) Writing behavioral objectives--ten to twelve hours, and (6) Production of materials--thirty hours.

Perhaps not every teacher would elect to participate in all sequences of the workshop, but each participant would be able to select those needed.

CAREER EDUCATION WORKSHOP

CAMPBELL PARK, LAKEVIEW AND PALMETTO ELEMENTARY SCHOOLS

JUNE 17 - JUNE 29, 1972

(30 Hours/5 Days)

PARTICIPANT	SCHOOL	GRADE LEVEL
Biles, Connie	Campbell Park Elementary	4th grade
Bufwack, Joyce	" " "	5th grade
Cason, Jane	" " "	2nd grade
Dennis, Marguerite	" " "	2nd grade
Hughlett, Dorothy	" " "	4th grade
Martin, Loretta	" " "	3rd grade
McCallie, Loretta	" " "	6th grade
Medus, Frankye	" " "	Media Specialist
Noyes, Mary	" " "	3rd grade
Rumrill, Lynda	" " "	6th grade
Singletary, Alma	" " "	Social Worker
Summers, Leonard	" " "	Principal
Williams, Harold	" " "	6th grade
Yates, William	" " "	4th grade
Caudill, Christine	Lakeview Elementary	Media Specialist
Cheney, Thomas	" "	5th and 6th
Currington, James	" "	5th and 6th
Greene, Maggie	" "	4th grade
Howry, Anna M.	" "	2, 3, 4
McGarrah, Mary	" "	2, 3, 4
McConnell, Betty	" "	Guidance
McCoy, Louis	" "	Principal
Sedrick, Mary	" "	1st grade
Turtzo, Sandy	" "	1st grade
Brown, Ruth	Palmetto Elementary	Media Specialist
Ellis, Lottie	" "	6th grade
Martin, Frank	" "	Principal
Oliver, Betty J.	" "	4th grade
Raichle, Shirley	" "	1st grade
Sholund, Margaret	" "	Kindergarten
Williams, Lavon	" "	6th grade
Wilson, Glenda	" "	1st grade

COSTS:		TOTAL TIME:
Workshop Payroll	$4,443.60	155 Days
Average Cost per teacher	138.63	930 Hours

The above costs do not include salaries, travel and supplies for Consultants and the Career Education Staff.

Workshop Directed by:
Donald E. Rosenberger

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

CAMPBELL PARK, LAKEVIEW AND PALMETTO ELEMENTARY SCHOOLS

SUMMARY OF CAREER EDUCATION WORKSHOP EVALUATION

A. to a great extent
B. to considerable extent
C. to some extent
D. none

To what extent has this Career Education workshop helped you to:

1. develop methods which will enhance the education of students in your school?	A 18	B 9	C 2	D
2. develop an understanding of career education philosophy and concepts?	20	8	1	
3. develop an understanding of career education objectives at national, state, and local levels?	13	12	4	
4. develop an understanding of the "world of work" concept and its relationship to occupational clusters?	18	11		
5. develop an understanding of the importance of a positive attitude, appreciation and respect for all careers?	20	7	2	
6. develop an understanding of the relevance of academic programs to career education?	15	11	2	1
7. develop an understanding of the guidance function in career education?	13	13	3	
8. develop my awareness of resources available for teaching with career emphasis?	15	9	5	
9. develop a model unit of instruction using career information and career related activities?	15	10	4	
10. develop skill in the fusion of academic and vocational concepts in the revision of the regular curriculum?	15	9	5	

11. **The amount of time allowed for this workshop was - (check one):**

____ too much

27 O.K.

2 too little

12. What aspects of this workshop have been of most value to you?

Loom presentation.
FAIS presentation.
The guest speakers.
Awareness of variety of careers.
Appreciation of preparing a unit relative to my classroom teaching.
Meeting teachers from other schools.
Working with others and sharing ideas.
An awareness of the available resources.
Developing methods that will enhance the education of my students.
Working with career kits and listening to tapes.
Developing an understanding of career education objectives.
Helping me understand the concepts and philosophy of career education.
Having a better understanding of career "clusters".
Development of activities for fusing career education into regular curriculum.
Being able to work at my own speed.
Discussion groups.
Organizing data and motivating ideas for new units.

13. What aspects of this workshop have been of least value to you?

Presenting materials to be used in career education.
The long speeches on one particular night.
The long distance I had to travel.
LOOM presentation.
Movies.
Speeches by visiting experts.
FAIS presentation.
Trying to work up units for the entire year.
Not enough attention given to the planning of activities or correlation of academic subjects to career education.
Seeing the "Countdown to the 70's" films.
Could have been more tie-in between careers and academics.
This workshop should have been after the county-wide workshops and specifically geared toward preparing units and materials to implement career education into the curriculum.
Working with some instructors that are unenthused or disinterested.
Distraction by excessive, unnecessary noise.

14. Did you experience any technique or idea in this workshop that would be suitable for inclusion in your teaching situation? Please explain.

How to take from our curriculum various clusters that could be integrated into the world of work.
The actual planning, organizing, and research of my unit.
Locating resources available for implementing my unit.
FAIS idea.
Would like to further develop some games on career education.
The idea of job clusters.
Developing activities to accompany the various career clusters.
Teaching "self-awareness".
Learning how to guide students in research on career clusters.
Use of the newspaper in search of careers.
Studying other units from various parts of the country.
That clusters can help students become aware of the world of work.
Informality in workshop.
Idea of adding career education to the curriculum rather than separate block.
Pre-planning units could be done by students with proper guidelines.

15. What suggestions do you have for the overall improvement of this workshop?

Schedule at a time when all teachers could attend.
More child-centered skills could have been presented.
Should include more people from pupil personnel.
Try to extend it so all teachers will eventually be involved.
More activities on developing awareness could have been used.
Leadership and organization.
More time for individual and group projects.
Necessary resource materials were not readily available.
Need more depth into the guidance function.
Many young teachers need to know how to teach occupational skills.
More consultants with a wide range of knowledge of existing career education curriculums.
More previewing of resource materials.
Add the film "The Rugmaker" so other teachers may be familiar with it.
Project work should be done in ones own school because of the materials and resources that are available there.
Better organized meetings with more material available that applies to the project at hand.

CAREER EDUCATION WORKSHOP

*EISENHOWER ELEMENTARY SCHOOL

JUNE 20 - JULY 19, 1972

(30 Hours/5 Days)

PARTICIPANT	GRADE-POSITION
Ammon, Robert Q.	Intermediate
Babb, Virginia C.	Intermediate
Bailey, James L.	Intermediate
Brewer, William E.	Primary
Broxton, Eleanor V.	Intermediate
Burke, Robert	Principal
Eubank, Gary	Primary
Ferdon, Judy	Primary
Foster, Sarah B.	Primary
Green, Shirley M.	Curriculum Coordinator
Hall, Sara E.	Primary
Johansen, Peggy J.	Intermediate
Lash, John G.	Intermediate
McGill, Sandra C.	Primary
McNeil, Gladys B.	Primary
Markert, Frederick J.	Primary
Nicolette, Sandra S.	Intermediate
Parsons, David F.	Intermediate
Robertson, Joan	Kindergarten
Roder, Virginia K.	Primary
Smith, Katherine R.	Primary
Woodard, Susan K.	Curriculum Coordinator

*This is an open-space, team teaching, non-graded school.

COSTS:

Workshop Payroll	$2,828.70
Average Cost per teacher	128.57

The above costs do not include salaries, travel and supplies for Consultants and the Career Education Staff.

TOTAL TIME:

110 days
660 hours

Workshop Directed by:
Donald E. Rosenberger

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

EISENHOWER ELEMENTARY SCHOOL

SUMMARY OF CAREER EDUCATION WORKSHOP EVALUATION

A. to a great extent
B. to considerable extent
C. to some extent
D. none

To what extent has this Career Education workshop helped you to:

	A	B.	C.	D.
1. develop methods which will enhance the education of students in your school?	5	11	8	
2. develop an understanding of career education philosophy and concepts?	5	11	8	
3. develop an understanding of career education objectives at national, state, and local levels?	6	4	12	
4. develop an understanding of the "world of work" concept and its relationship to occupational clusters?	8	6	5	1
5. develop an understanding of the importance of a positive attitude, appreciation and respect for all careers?	13	6	8	1
6. develop an understanding of the relevance of academic programs to career education?	6	11	5	1
7. develop an understanding of the guidance function in career education?	9	8	4	2
8. develop my awareness of resources available for teaching with career emphasis?	3	11	6	2
9. develop a model unit of instruction using career information and career related activities?	1	1	12	4
10. develop skill in the fusion of academic and vocational concepts in the revision of the regular curriculum?	2	5	14	2

11. **The amount of time allowed for this workshop was - (check one):**

__2__ too much

__18__ O.K.

__3__ too little

12. What aspects of this workshop have been of most value to you?

Knowledge of materials
Awareness
Sessions on value clarification
Faculty discussion of career education facets.
Being able to stop and make new decisions.
Self-awareness.
Guidance in awareness.
Awareness of the vast potential of career education.
FAIS program.
Knowledge of career education and how to implement it on the elementary level.

13. What aspects of this workshop have been of least value to you?

Working on activities.
Producing the activities with no materials.
Developing Career related activities.

14. Did you experience any technique or idea in this workshop that would be suitable for inclusion in your teaching situation? Please explain.

Awareness and value clarification.
Use of problem solving techniques.
Work clusters.
Listening and verbalizing what you listen to.
Techniques in how to implement self-awareness in the classroom.

15. What suggestions do you have for the overall improvement of this workshop?

More value clarification; more group inter-group involvement; more action.
Better organization.
Have definite program already set up.
Give concrete suggestions on implementation.
More knowledge of area careers.
More value clarification activities - and understanding of this subject.
More involvement of teacher in producing their own program.
This workshop should have come after daytime workshop.
Leadership.
More work in areas dealing in children's awareness of themselves.

COUNTY-WIDE CAREER EDUCATION WORKSHOP

PLANNING & DEVELOPING RESOURCES TO IMPLEMENT CAREER EDUCATION

JULY 10 - JULY 28, 1972

(90 Hours/15 Days)

PARTICIPANT	SCHOOL	GRADE-SUBJECT
Bauer, John G.	Clearwater Comp. Jr. High	8 - Math
Bayless, Stephen	Gibbs Sr. High	10,11,12 - Music
Biles, Connie C.	Campbell Park Elementary	4 - Reading
Broxton, Eleanor	Eisenhower Elementary	Intermediate
Brown, Ruth S.	Palmetto Elementary	Media Specialist
Bufwack, Joyce E.	Campbell Park Elementary	5th grade
Donovan, Carol S.	16th St. Jr. High	7 - Math
Ellis, Lottie	Palmetto Elementary	6th grade
Greenland, Ann	Eisenhower Elementary	Primary
Hartill, Barbara	Maximo Elementary	4, 5, 6
Hoddinott, Charles	Campbell Park Elementary	5th grade
Howry, Anna M.	Lakeview Elementary	2, 3, 4
Lambert, Frances C.	Clearwater Comp. Jr. High	7, 8
Manheimer, Earl H.	Campbell Park Elementary	5th grade
Odom, Gary L.	Clearwater Comp. Jr. High	7, 8-English
Parsons, David	Eisenhower Elementary	Intermediate
Pickworth, Rebecca	Baypoint Jr. High	9 - Math
Roder, Virginia K.	Eisenhower Elementary	Primary
Rouse, (Wolfe) Geraldine	Campbell Park Elementary	Kindergarten
Rumrill, Lynda	Campbell Park Elementary	6th grade
Sweet, Constance	Gibbs Sr. High	11 - Social Studies
Turtzo, Sandra	Lakeview Elementary	1st grade
Williams, Lavon	Palmetto Elementary	6th grade
Yates Jr., William H.	Campbell Park Elementary	Music

COSTS:

Workshop Payroll*	$9,352.73
Average Cost per teacher	389.69

TOTAL TIME:

360 Days
2,160 Hours

The above costs do not include salaries, travel and supplies for Consultants and the Career Education Staff.

Workshop Directed by:
Donald E. Rosenberger

* This was the only 15 day workshop operated.

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

PLANNING & DEVELOPING RESOURCES TO IMPLEMENT CAREER EDUCATION

SUMMARY OF CAREER EDUCATION WORKSHOP EVALUATION

A. to a great extent
B. to considerable extent
C. to some extent
D. none

To what extent has this Career Education workshop helped you to:

	A	B	C	D
1. develop methods which will enhance the education of students in your school?	8	9	1	
2. develop an understanding of career education philosophy and concepts?	8	9		
3. develop an understanding of career education objectives at national, state, and local levels?	4	8	6	1
4. develop an understanding of the "world of work" concept and its relationship to occupational clusters?	11	6	1	
5. develop an understanding of the importance of a positive attitude, appreciation and respect for all careers?	14	4	1	
6. develop an understanding of the relevance of academic programs to career education?	11	6	1	
7. develop an understanding of the guidance function in career education?	4	10	3	
8. develop my awareness of resources available for teaching with career emphasis?	11	4	3	
9. develop a model unit of instruction using career information and career related activities?	9	5	4	
10. develop skill in the fusion of academic and vocational concepts in the revision of the regular curriculum?	10	4	4	

11. **The amount of time allowed for this workshop was (check one):**

3 too much
18 O.K.
2 too little

12. What aspects of this workshop have been of most value to you?

Cluster awareness.
Materials available.
Visit to career center.
Participant involvement.
The development and exposure to careers.
Writing and fusing unit.
Resource materials introduced.
Opportunity to work individually on project related to own teaching situation.
FAIS workshop.
Activities for world of work.
Writing and understanding models (units).
The time alloted to the understanding of self-concept in a child.
Group discussions on career education and its relation to the academics.

13. What aspects of this workshop have been of least value to you?

Dr. Shearon's visit.
FAIS.
Lectures.
More time should have been devoted to guidance.
Many of the films.
Theories.

14. Did you experience any technique or idea in this workshop that would be suitable for inclusion in your teaching situation? Please explain.

FAIS materials.
The - use newspaper for persons needing particular skill - relating to clusters.
"What's My Line?" Game.
Projects written.
The guidance program and FAIS were important phases of the workshop. These will definitely enhance teaching.
Surveys of attitudes.
Hands-on experiences.
The techniques of value clarification.
Ideas that came from talking to other people in workshop.

15. What suggestions do you have for the overall improvement of this workshop?

Less talk, more work.
A beginning activity (awareness) for people participating in workshop.
Allow more time to small group discussions, less to lecture type discussion.
More "Hands-on" experiences similar to Bayfront Medical, St. Petersburg Times, and PVTI.
More guidance.
Teachers of the same level should be together for the workshop.
Fewer lecture type activities, more "class involved" activities.
More time for **individual** writing - work in own schools.
Less time spent on theory and on writing and planning implementation.
Less film and more person to person participation.
Have two such separate workshops - one for elementary people - one for secondary.

EVALUATION STATEMENTS: By Dr. James Edmundson for specific workshops directed during the summer of 1972

DUNEDIN SENIOR HIGH SCHOOL

Dunedin staff members attending the Career Education Workshop demonstrated a high degree of interest and enthusiasm in all activities. Having practically every teacher from the English Department participate, will certainly aid in effectively exposing all students to career education concepts. A grasp of career education philosophy and concepts was quite adequately demonstrated in the quality of units produced during the workshop and in subsequent activities.

All participants responded exceptionally well to the many activities scheduled during the workshop. Many participants quickly conceptualized the adaptability of activities to individual classroom situations. Much of the success of this workshop can be directly attributed to the professional attitude, maturity of staff, and dedication to "getting the job done."

Mr. Francis Freeman, Principal, provided invaluable support through constant encouragement of staff and readiness to assist in the implementation of career education. The participation of Mr. Freeman in many of the workshop sessions was very helpful in coordinating the ideas of teachers into a workable plan.

If one could sum up the extent to which Dunedin staff members participated in this workshop with one word, it would have to be superb. The units produced in this workshop also revealed a high degree of professionalism.

GIBBS HIGH SCHOOL

Gibbs' staff members participating in the Career Education Workshop were, for the most part, young and lacked work experience outside of education. This possibly accounts for apparent reluctance to accept the concepts of career education. Many activities used in the workshop were based on the world of work and seemed to lack meaning for younger teachers during the first few workshop sessions. However, later in the workshop, individual comprehension and ability to apply concepts improved.

Many other items of concern seemed to be significant deterents to the success of the Gibbs workshop. There was a total lack of participation in the workshop by members of the school administration. (This was not true in any other school.) Also, the schedule of sessions was split up into evenings and Saturdays over a considerable period of time, thus making continuity of ideas and concepts difficult.

Although the staff was very quick to challenge new ideas and resisted any firm commitment to action until the last few sessions, the total effort was one to be proud of and indicated great potential. Units produced during this workshop were generally quite good and indicated a great deal of effort on the part of many.

SIXTEENTH STREET JUNIOR HIGH SCHOOL

One of the most pleasant surprises of the summer came from working with this staff. At least one representative from each department in the school participated in the Career Education Workshop. This enhanced the process of articulation among other teachers in the school.

Not only were these teachers eager, but they were quite willing and able to skillfully participate in all workshop activities. They very readily saw the adaptability of concepts and activities to classroom settings. In many instances, new ideas and activities were generated by the group during discussions.

Considerable support was given by the school administration in that the Assistant Principal attended all workshop sessions. Mr. Singletary's active participation was helpful and fostered meaningful exchange of ideas with teachers which ultimately resulted in better communication and the elimination of barriers to implementation of an effective career education program.

Units produced in this workshop indicated a great deal of effort and commitment to the philosophy of career education.

CAREER EDUCATION WORKSHOP

DUNEDIN SENIOR HIGH SCHOOL

June 19 - June 30, 1972 (60 Hours/10 Days)

Participants	Grade Level	Subject
Agnew, Elizabeth	12	Vocational Office Ed.
Allen, Prenton	11	World History
Bonoff, Luella	11	Home Economics
Bostrom, Paul	11	Spanish
Boylan, Pat	11	Biology
Bravos, Nick	12	Business Law
Briggs, Flora	10	Algebra I
Brincklow, Martha	12	Humanities
Brown, Lana	12	Journalism
Crossett, Robert	10	Business Education
Dick, Dorwin	10	English
Dinsmore, Linda	10	Latin
Earley, Kenneth	12	Bookkeeping
Emerick, Suzanne	12	English
George, Carl	11	Drafting
Hansen, Paul	10-12	Dean of Boys
James, Ralph	10	Science
Johnson, Dean	10	General Math
Koutsourais, Mary	12	Humanities
*LaFlam, Doris	9	Algebra I
Leonard, Mary	12	English Literature
McLean, Roger	10	Biology
Mitchell, Michael	11	American History
Nickels, Sharon	12	Vocational Office Ed.
Osburne, Alva	11	English
Purude, Connie	11	American Literature
Sapashe, Robert	10-12	Industrial Arts
Shields, Marion	10	Spanish
Steffens, Henry	10	Math
Sutton, Jane	11	American Literature
Tougas, Betty	10	American Composition
Whitehead, Lucinda	12	Literature
Wurzel, Carol	10-12	Media Specialist

COSTS:		TOTAL TIME:
Workshop Payroll	$9,574.43	330 days
Average Cost per Teacher	290.13	1,980 hours

*Teacher from Largo Junior High School

The above costs do not include salaries, travel and supplies for Consultants and the Career Education Staff. (Workshop was directed by Dr. James Edmundson and Mr. Thomas Noble)

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

DUNEDIN SENIOR HIGH SCHOOL

SUMMARY OF CAREER EDUCATION WORKSHOP EVALUATION

A. to a great extent
B. to considerable extent
C. to some extent
D. none

To what extent has this Career Education workshop helped you to:

	A	B	C	D
1. develop methods which will enhance the education of students in your school?	13	16	4	
2. develop an understanding of career education philosophy and concepts?	24	8	1	
3. develop an understanding of career education objectives at national, state, and local levels?	16	17		
4. develop an understanding of the "world of work" concept and its relatiohship to occupational clusters?	22	10	1	
5. develop an understanding of the importance of a positive attitude, appreciation and respect for all careers?	24	7		2
6. develop an understanding of the relevance of academic programs to career education?	26	6	1	
7. develop an understanding of the guidance function in career education?	13	18	2	
8. develop my awareness of resources available for teaching with career emphasis?	16	13	3	1
9. develop a model unit of instruction using career information and career related activities?	22	9	1	1
10. develop skill in the fusion of academic and vocational concepts in the revision of the regular curriculum?	20	13		

11. **The amount of time allowed for this workshop was - (check one):**

1	too much
23	O. K.
9	too little

12. What aspects of this workshop have been of most value to you?

Being paid to develop curriculum.
To realize the significance of Career Education.
The FAIS presentation.
The fusion idea.
Resource materials.
Chance to know our faculty better and learn more of their ideas.
Information on programs at other schools ie. SPJC, PVTI, CCL.
A better understanding of Career Education.
The acceptance by all teachers of Career Education.
Developing a model.
Films and slides.
Understanding the importance of all career fields.
Understanding the "world of work".
How to implement Career Education in our classrooms.
Lectures and discussions.
Reminder of taxonomy and behavioral objectives.
Presentations by our leader.
Revealing practical application to us and how we can relate careers to our subject.
Developed an enthusiasm for fusing academics and practical implications.
Very well organized.
Positive nature of director.
Freedom of expression and indepth reasoning.
The curriculum consultant.
Communication of disciplines.
Focusing attention on an area which can have great meaning to students who are lost in our present system.

13. What aspects of this workshop have been of least value to you?

None.
The time spent on introductory material.
Formulation of objectives.
Formal theory type of presentation.
Slide presentation of guidance.
Consultant on behavioral objectives.
The last few films.
Some of the "guest speakers".
Some teacher discussions.
Textbook.

Preparing the unit.
Pre-test and post-test.
Speaker from Orange County.

14. Did you experience any technique or idea in this workshop that would be suitable for inclusion in your teaching situation? Please explain.

The exercise and slide presentation of printers losing jobs.
The exercise of cutting out classified ads.
Helping students individually.
The cluster idea of occupational classifications.
The career ladder concept.
The involvement of other faculty in solving problems.
Films and resource people.
Hands-on type of education.
Results of workshop will make education at Dunedin High School more relevant.
Learning how to correlate academic experiences with work experiences.
Simulation of careers in class.
Better organization of field trips.
Reviewing the work produced by others.
Get the students involved right away.
Have students do research papers in careers.
Post-secondary educational facilities available in this county.
A real positive attitude about Career Education.
The handling of difficult situations of personality in a group situation.
Use of field trips.

15. What suggestions do you have for the overall improvement of this workshop?

Having information on objectives earlier in session.
Beginning work on actual practical applications sooner.
Use first week for all preliminaries; second week for models.
Use resource persons from professions outside of teaching.
More educational resource consultants.
Entire faculty should have been involved.
Do not allow teachers to abuse break time.
Have more time to develop models.
Involve more administrative personnel.
Should continue next year.
Selected films would be better then having to view all.
More specific directions in preparing models.
Better organized content.
Need three weeks.
Develop more models.
Sell "change" to teachers by "success motivation".
Provide more examples of models to be produced.

CAREER EDUCATION WORKSHOP

GIBBS SENIOR HIGH SCHOOL

JUNE 17 - JULY 11, 1972

(48 Hours/8 Days)

PARTICIPANT	GRADE LEVEL	SUBJECT
Bevis, Andrew	10	Biology
Blackburn, Constance G.	11	English
Branch, Allan	10	Math
Brown, Lena M.	10, 11	Counselor
Brown, William E.	10, 11, 12	Dean of Boys
Burnett, Susan	11	Social Studies
Campbell, Katherine	10, 11, 12	Dean of Girls
Dyles, Freddie L.	10	Physical Education
Farmer, George C.	10, 11, 12	Registrar
Hanak, Karel	11	Art
Hernandez, Bert D.	12	Reading
Johnsen, John L.	11	Distributive Ed
Litchfield, Lincoln R.	11	Social Studies
Masi, Donna T.	10	English
Pilz, Linda S.	11	English
Stamper, Janet A.	12	Special Education
Stelljes, Richard H.	10	Work Experience
Sweet, Constance	11	Social Studies
Walker, Anna P.	11	Home Economics
Wertman, Theodore A.	11	Driver Education

COSTS:		TOTAL TIME:
Workshop Payroll	$4,932.07	160 Days
Average Cost per teacher	246.60	960 Hours

The above costs do not include salaries, travel and supplies for Consultants and the Career Education Staff.

Workshop Directed by:
Dr. James Edmundson Jr.
Thomas R. Noble

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

GIBBS HIGH SCHOOL

SUMMARY OF CAREER EDUCATION WORKSHOP EVALUATION

A. to a great extent
B. to considerable extent
C. to some extent
D. none

To what extent has this Career Education workshop helped you to:

1.	develop methods which will enhance the education of students in your school?	A 4	B 5	[illegible] 10	D
2.	develop an understanding of career education philosophy and concepts?	9	8	2	
3.	develop an understanding of career education objectives at national, state, and local levels?	4	7	7	1
4.	develop an understanding of the "world of work" concept and its relationship to occupational clusters?	10	5	4	
5.	develop an understanding of the importance of a positive attitude, appreciation and respect for all careers?	8	5	5	1
6.	develop an understanding of the relevance of academic programs to career education?	9	7	2	1
7.	develop an understanding of the guidance function in career education?	4	10	5	
8.	develop my awareness of resources available for teaching with career emphasis?	6	6	6	1
9.	develop a model unit of instruction using career information and career related activities?	8	6	5	
10.	develop skill in the fusion of academic and vocational concepts in the revision of the regular curriculum?	7	8	3	

11. The amount of time allowed for this workshop was - (check one):

2 too much
9 O.K.
6 too little

12. What aspects of this workshop have been of most value to you?

The writing of a career unit to be used in classes this year.
Films and lectures also developing the fusion model.
Awareness of materials and resources.
Exchange of ideas with other faculty members.
Introduction to career education.
Rap sessions.
How to adapt career education to the classroom.
The introduction of career education as an addition to the curriculum.
Some films.
Realizing the vastness of the "work world" and the importance of these people in our society.
The cluster concept of careers and the films to illustrate the same.
Midge's talk on values and career education.
Model for implementation.
The list of resources.

13. What aspects of this workshop have been of least value to you?

The resource persons.
Not long enough.
The session at the elementary school.
The speakers - except for Mr. Givens.
Loom lecture.
Films.
Too much noise.

14. Did you experience any technique or idea in this workshop that would be suitable for inclusion in your teaching situation? Please explain.

The over-all awareness of making the student career conscious.
Exploring occupational clusters.
Better concept of behavior objectives.
Including careers of interest in lesson plans.
Gained some insight into the ways in which students may be motivated by relating careers to the subject matter of the course.
Use of bulletin boards giving career information in classrooms.
Yes, integration of clusters of jobs within curriculum instead of it being a terminal activity.

15. What suggestions do you have for the overall improvement of this workshop?

We could have used another six hours.
More team work.
No break on Friday - continue Monday - Friday - days not nights; you can get more accomplished.
More teachers should be involved, infact principals also.
More time.
More information on careers in the professional field.
More activities.
Too much time devoted to films and working on units.
More resource persons.
Show samples of other workshops early to help correlate concepts of career education.

CAREER EDUCATION WORKSHOP

SIXTEENTH STREET JUNIOR HIGH SCHOOL

JULY 17 - JULY 28, 1972

(60 Hours/10 Days)

PARTICIPANT	GRADE LEVEL	SUBJECT
Biles, Robert M.	9	General Science
Buhrow, Edward L.	9	Civics
Burress, Thomas E.	7	Geography
Chapman, Arletha F.	8, 9	Home Economics
Costello, Patricia M.	8, 9	Typing
Davidson, Miriam J.	7	Reading
Dunn Jr., Ray	8	American History
Ford, Charles J.	9	Drafting
Frazier, Gary E.	7	Life Science
Giacobbe, Anthony L.	9	Biology
Hatton, Thomas J.	8	Math
Jackson, Gilbert	9	English
King, Marielle E.	7	Science
Lingaard, Sandra	8	English
Lorrier, Judith	8	English
Marsh, Norma E.		Librarian
McConihay, Donna	9	Physical Science
Pope, Lawrence L.	7, 8, 9	Music
Radford, David	9	English
Shanks, Linda	8, 9	Home Economics
Singletary, Johnnie		Asst Principal
Stockwell, Sara	8	English
Wahl, Robert A.	9	Earth Science

COSTS:

Workshop Payroll	$6,411.20
Average Cost per teacher	278.74

TOTAL TIME:

230 Days
1,380 Hours

The above costs do not include salaries, travel and supplies for Consultants and the Career Education Staff.

Workshop Directed by:
Dr. James Edmundson Jr.
Thomas R. Noble

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

SIXTEENTH STREET JR. HIGH SCHOOL

SUMMARY OF CAREER EDUCATION WORKSHOP EVALUATION

A. to a great extent
B. to considerable extent
C. to some extent
D. none

To what extent has this Career Education workshop helped you to:

	A	B	C	D
1. develop methods which will enhance the education of students in your school?	18	3		
2. develop an understanding of career education philosophy and concepts?	16	5		
3. develop an understanding of career education objectives at national, state, and local levels?	8	10	3	
4. develop an understanding of the "world of work" concept and its relationship to occupational clusters?	18	3		
5. develop an understanding of the importance of a positive attitude, appreciation and respect for all careers?	13	7	1	
6. develop an understanding of the relevance of academic programs to career education?	15	5	1	
7. develop an understanding of the guidance function in career education?	11	7	3	
8. develop my awareness of resources available for teaching with career emphasis?	13	8		
9. develop a model unit of instruction using career information and career related activities?	15	16		
10. develop skill in the fusion of academic and vocational concepts in the revision of the regular curriculum?	12	12	1	

11. **The amount of time allowed for this workshop was - (check one):**

2 too much

16 O.K.

3 too little

12. What aspects of this workshop have been of most value to you?

Fusing the career aspects in with our regular curriculum.
Being able to revise our outline for immediate use.
The part of the workshop where teachers really had the opportunity to work out a unit using the career concepts.
Writing materials that can actually be used in the classroom.
Emphasis on guidance.
Examples of "hands-on" experience.
Access to other teachers' ideas and methods for implementing career education.
How to relate and integrate career education into all fields.
Developing behavior objectives and incorporating them toward career education.

13. What aspects of this workshop have been of least value to you?

Some of the films were not of value.
Communication exercise.
Guidance functions lectures.
Some parts of section on behavioral objectives.

14. Did you experience any technique or idea in this workshop that would be suitable for inclusion in your teaching situation? Please explain.

The use of the panel - "What's My Line."
The technique of being able to fuse the career education concepts with the regular academic concepts.
Communication exercise.
Awareness sheet (incomplete sentences).
Believing in dignity.
Attitude is essential for success in a career.
The use of want-ads to find jobs for various clusters.
Better ideas and techniques in guidance role of teachers.
Techniques of motivation and self-awareness through games and exercises.
Guidance function games and activities.

15. What suggestions do you have for the overall improvement of this workshop?

All of the resource persons should come in before working on outlines in the future.
More time be given to the guidance function in career education

More field trips.
More people from industry and the professions to give their viewpoint (similar to the "What's My Line" group.
More sensitivity type training.
More time to develop yearly objectives and models.
Getting more teachers involved in the workshops.
More "hands-on" experiences.
Set up a workshop program with the following sequences:
   FAIS (theory
   PVTI (Hands-on experience)
   Teacher-student (Program Development)
A little too much time was spent on writing individual units. Most people finished ahead of time.

EVALUATION STATEMENTS: By Mr. William Mann, Assistant Director Student
Affairs, Pinellas Vocational-Technical Institute,
Workshop Director for, "The Vocational Component
in Career Education: Teacher to Teacher"

It became evident during the workshop that, to a great extent, teachers in this County are largely unaware of the rewards and satisfactions of technical occupations. A technologically oriented society has for some time now been demanding an increase in the output of trained technicians in many areas. However, schools have continued to produce college-bound students and very few technically oriented graduates. The situation becomes even more critical when one hears of college trained engineers performing technicians' jobs, or of engineers who must be retrained when there are no jobs.

Unhappy college students striving for personal fulfillment, find the challenges of the university a hollow mockery. Dissatisfaction with college education in general is reflected in statistics relating to the number of student riots on university campuses. (Compare this with the number of riots at vocational-technical centers.) Valuable time is being wasted and many students are being misled toward lives in which individuals with new and different ideals no longer have strong interests. One answer to this perplexing predicament lies in enlightened career guidance provided by elementary and junior high school teachers and counselors. Educators are closer to developing young people than many parents, and they have direct influence over as many as two hundred students daily. Teachers and counselors need to be informed concerning the multiplicity of careers available in order to meet the needs and interests of students encountered in classrooms.

The reality of orientation to career education can be facilitated by having teachers and counselors participate in career development workshops where they can obtain "hands-on" learning experiences and tour vocational-technical areas of learning--thus enhancing a more positive reaction to all career interests of students.

Due to an extreme lack of specific knowledge concerning the world of work, it was necessary to prepare teachers and counselors for vocational-technical experiences on a daily basis. The technology-related lecture/discussion proved to be an excellent vehicle for introduction to, and exploration of, each new training area. Collecting classified advertisements relating to the day's visitation provided discussion incentives and helped in filling the "Technology Survey Sheets" required as part of the career information portfolio developed. These sheets also provided the uninitiated with pertinent areas of questioning during work-training experiences.

A change of attitude and acquisition of useful knowledge and skills are conditions symptomatic of a successful learning experience. To this end, and as experiences were attitudinally directed, an attitude survey in the form of an "Occupational Educational Questionnaire" was administered as both pre-test and post-test. At the end of the two-week session, each participant was encouraged to submit anonymously, if preferred, to the Director of Career Education, a frank and constructive evaluation. There was also an evaluation check list administered at the end of the workshop.

Following analysis of both evaluation forms, it could be stated without compromise that the participants (including the workshop director) were now able to: (1) relate from first-hand knowledge, concrete work training experiences to the needs of students, (2) report opportunities for vocational-technical training, (3) determine work availability for some vocational-technical graduates, (4) report necessary prerequisites for for entrance into vocational-technical training programs, (5) fuse necessary academic and vocational-technical training, and (6) discuss the rewards derived from vocational-technical training and subsequent employment.

If the prejudice against career education on a status basis is to be destroyed, it must be done before the World is reduced to a technician-poor condition--leaving millions mired in a nightmare world of gadgets that cannot be fixed when they malfunction or fail. The economy cannot shoulder the replacement cost of every disabled machine. Technicians are rapidly becoming respected, well-paid professionals, but students must be guided into these lucrative endeavors by career oriented teachers and counselors. The career orientation of elementary and junior high school academicians is long overdue. It is frightening to find out how uneducated teachers and counselors are concerning matter which deal with the world of work in general terms. Career education and the concepts which are embodied therein must continue to grow in Pinellas County if we are to serve the approximate 80% of all students who will never earn a college degree--or an even greater percentage (when including those needing some type of technical employment for support while working toward a degree.)

COUNTY-WIDE CAREER EDUCATION WORKSHOP

THE VOCATIONAL COMPONENT IN CAREER EDUCATION

JUNE 19 - JUNE 30, 1972

(60 Hours/10 Days)

PARTICIPANT	SCHOOL	GRADE-SUBJECT
Babb, Virginia	Eisenhower Elementary	Intermediate
Biles, Robert	16th St. Jr. High	9 - Science
Buhrow, Edward	16th St. Jr. High	9 - Civics
Burress, Thomas	16th St. Jr. High	7 - Geography
Casey, Mary	Clearwater Comp. Jr. High	Business Education
Castner, Stephen	Clearwater Comp. Jr. High	English
Ellis, Lottie	Palmetto Elementary	6th grade
Francoeur, Howard	Clearwater Comp. Jr. High	Automotive
Frazier, Gary	16th St. Jr. High	7 - Science
Gentry, Elbert	16th St. Jr. High	9 - Civics
Giacobbe, Anthony	16th St. Jr. High	9 - Science
Hatton, Thomas	16th St. Jr. High	8 - Math
Henry, Edward	Clearwater Comp. Jr. High	Dry Cleaning
Howry, Anna	Lakeview Elementary	Primary
Hughlett, Dorothy	Campbell Park Elementary	Intermediate
King, Marielle	16th St. Jr. High	7 - Science
Martin, Frank	Palmetto Elementary	Principal
Mauk, Billie	Campbell Park Elementary	Primary
McCormick, Lowell	16th St. Jr. High	7 - Geography
Medus, Frankye	Campbell Park Elementary	Librarian
Moss, Eugene	Clearwater Comp. Jr. High	Food Services
Reed, Mary	Campbell Park Elementary	Primary
Shanks, Linda	16th St. Jr. High	Home Economics
Sholund, Margaret	Palmetto Elementary	Kindergarten
Summers, Leonard	Campbell Park Elementary	Principal
Turtzo, Sandra	Lakeview Elementary	Primary
Williams, Lavon	Palmetto Elementary	6th grade

COSTS:

Workshop Payroll	$7,541.81
Average Cost per teacher	279.32

TOTAL TIME:

270 Days
1,620 Hours

The above costs do not include salaries, travel and supplies for Consultants and the Career Education Staff.

Workshop Directed by:
William Mann

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

THE VOCATIONAL COMPONENT IN CAREER EDUCATION: TEACHER TO TEACHER

SUMMARY OF CAREER EDUCATION WORKSHOP EVALUATION

A. to a great extent
B. to considerable extent
C. to some extent
D. none

To what extent has this Career Education workshop helped you to:

	A	B	C	D
1. develop methods which will enhance the education of students in your school?	9	11	6	
2. develop an understanding of career education philosophy and concepts?	17	8	1	
3. develop an understanding of career education objectives at national, state, and local levels?	4	16	5	1
4. develop an understanding of the "world of work" concept and its relationship to occupational clusters?	10	13	2	1
5. develop an understanding of the importance of a positive attitude, appreciation and respect for all careers?	15	9	2	
6. develop an understanding of the relevance of academic programs to career education?	13	12	1	
7. develop an understanding of the guidance function in career education?	5	11	10	
8. develop my awareness of resources available for teaching with career emphasis?	9	14	3	
9. develop a model unit of instruction using career information and career related activities?	4	8	9	5
10. develop skill in the fusion of academic and vocational concepts in the revision of the regular curriculum?	6	8	11	1

11. The amount of time allowed for this workshop was - (check one):

1 too much

14 O.K.

11 too little

12. What aspects of this workshop have been of most value to you?

Learning about careers with which I've had little or no contact.
Being involved in hands-on experiences.
Learning about various sources of information available.
Learning about various careers and organizations of the tech-center.
Hearing academic teachers' ideas about career education.
The actual exposure to the "institute" teaching.
Meeting the teachers in similar areas and exchanging ideas.
Getting new information.
Updating other vocational area concepts.
Being introduced to the wide diversity of requirements, pay, and skills needed.
Having academic teachers enrolled in this class.
Understanding the philosophy of career education.

13. What aspects of this workshop have been of least value to you?

Did not help me plan for methods of teaching career education.
Class discussion on elementary education problems.
Often, too many facts about a particular area.
Dull presentations by some individuals in various technologies.
Lecture-type situations where material was already in printed form.
Some areas did not give us true insights into their program.
Touring some vocational areas which I had visited before.
The "Countdown to the 70's" movies.

14. Did you experience any technique or idea in this workshop that would be suitable for inclusion in your teaching situation? Please explain.

Background information will be most helpful in teaching.
Providing experiences that are related to the world of work.
Hands-on experiences can be had by elementary children.
The career education survey sheet.
The use of classified ads.
Using catalogs from automotive
Role playing .
The films.
The availability of jobs.
I can now present students with an objective which is attractive.
Some of the work-sheets could be used in our classes.
Idea of having community people as resources.
I liked the booklet of educational games.
Students need to visit PVTI and see what opportunities exist.

15. What suggestions do you have for the overall improvement of this workshop?

Include on how to do it in classroom.
Fill out technology survey sheets after viewing the technology.
All teachers in school system should be aware of work opportunities.
More informal discussion with individual instructors.
More hands-on in certain areas.
Even more information on related fields for all areas.
Field trips to industries in the area.
Bring in industrial consultants for class discussions.
More movies.
A day for participants to "browse" freely throughout PVTI.
More time to enlarge experiences in various vocational areas.
Would like to see some guidance instruments.
Involve more student participation.

OFFICE OF CAREER EDUCATION

SURVEY

for

SUMMER WORKSHOPS

Plans for the 1973 summer workshops in Career Education are now in progress. We are exploring the possibilities for cooperation between our office and the University of South Florida, especially with regard to the possibility of earning graduate credit from the University by participating in the summer workshop for Career Education.

Name______________________________Position______________________________

Subject and/or Grade Level_________________ School______________________

Did you participate in a Career Education workshop during the summer of 1972?

_____Yes

_____No

What area(s) do you feel the Career Education Summer Workshop should emphasize?

______ Philosophy and Concepts of Career Education

______ Develop and refine guidance skills for teachers.

______ Develop an understanding of the world of work.

______ Develop in teachers a positive attitude, appreciation, and respect for all careers.

______ Develop understanding of students' varying experience levels and importance of students' self concepts.

______ Develop an understanding of the relevance of academic program to careers and develop techniques of implementation and fusion of career education into existing curriculum.

______ The role of guidance and counseling in Career Education.

______ A variety of Hands-On opportunities.

______ The role of Occupational Specialists in Career Education.

______ Field trips to a variety of businesses and industries.

______ Time to review and select activities, materials, resources, etc.

______ Time to select, develop, and field test activities or units.

______ Opportunity to learn more about a specific occupational cluster through in-depth exploration in order that each school will have a number of teachers who could act as resources for the rest of their faculty.

Would you like to participate in the workshops conducted by the Office of Career Education during the summer of 1973? ____Yes ____No

If yes, please complete the second page of this survey.

Would you prefer to earn:

______ Graduate credit through University of South Florida

______ Staff Development Component Points

If you prefer to earn graduate credit, in which way would you use your credit?

______ For recency

______ As an elective in Masters Program

______ As a required course in Masters Program

______ For certification

From which of the following departments would you prefer to earn your credit?

______ Guidance

______ Elementary curriculum

______ Secondary curriculum

______ Psychological Foundations

______ Other (Please list) ______________________________

Would you prefer a course that is:

______ Completely contained within the time limits of the summer workshop

______ Partially completed during the summer workshop and carried into the school year to be completed in Quarters II or III. (The carry-over might consist of a project to be implemented during the school year and then reported toward the end of the school year.)

PLACEMENT AND FOLLOW-UP

Placement and Follow-Up was considered to be a most vital component of the Career Education Project. The component had three major purposes: (1) to assist school administrators, vocational directors, guidance personnel, occupational specialists, and vocational teacher-coordinators in the organization of job placement and student follow-up efforts, (2) to provide for the establishment of a central office for placement and follow-up, and (3) to provide for the organization of vocational youth groups and vocational teachers for the purpose of collecting pertinent labor market data.

The first phase of operation (1972-73) was devoted primarily to the planning function. An advisory Committee was appointed and met throughout the year to evolve philosophy, goals and objectives. Implementation strategies were also considered and a county-wide placement and follow-up workshop was planned.

The functions of this component deserve foremost attention and support if career education is to be totally accountable. A true test of the quality of career education will be student placement and advancement in careers related to educational endeavors.

Placement and follow-up have been treated as separate, but highly interrelated and complementary procedures. Placement provides meaningful evidence that instruction has been pertinent to the job entry needs of students. Student follow-up, the second faction of accountability, is needed to provide data for the adjustment and improvement of curricula and labor market data is needed to assure the relevance of both. The placement and follow-up component of the Pinellas County Career Education Project was established and functioned to provide the means for coordinating both placement and follow-up in one centralized office. However, placement is considered to be a decentralized operation having major responsibility vested in school staff. Follow-up is considered a centralized responsibility coordinated by staff from the placement and follow-up office.

Vocational coordinators, teachers, guidance personnel, occupational specialists, assistant principals, and other support staff perform the placement function in individual schools. This uncoordinated effort, although valuable to both students and employers, leaves many job openings unfilled. A centralized bank of trained students seeking either full time or part time employment can not be provided, and employers willing to cooperate with the schools, find it difficult to refer personnel requirements to proper officials for action. Many employers, discouraged with what seems to be inaction or lack of interest, look elsewhere to fill employment needs. A specific agency is needed to accept, process, and refer applications for employment and to solicit suitable jobs for students and graduates.

The only formalized system of follow-up is a State Vocational Education Survey. This recently initiated effort, although of great value to both state and local agencies, does not produce adequate feedback to provide for the revision of curriculum in areas involved. Additional local information must be collected and internalized within the system if schools are to become truly accountable for quality educational skills which are salable in today's labor market.

Goals of the placement and follow-up component are:

1. To provide services for the placement of all persons in the next step of career development whether it be employment or further education compatible with individual needs, interests, aptitudes, and skills.

2. To fill the job needs of the community with trained and/or employable personnel.

3. To provide periodic follow-up data to insure suitable placement for all persons.

4. To provide data to curriculum committees in the school system concerning changes and/or additions to educational programs needed to help students meet current requirements for placement and success on the job.

Objectives of the placement and follow-up component are:

1. Plan for an select staff to carry out the goals and objectives of placement and follow-up.

2. Develop a plan for working cooperatively with school administrators, cooperative educational coordinators, guidance counselors, occupational specialists, and teachers, in finding, screening and placing, and following-up students.

3. Establish a central job placement center for the purpose of establishing a systematic approach to locating, recording and filling job vacancies.

4. Organize a public relations and public information program for the purpose of informing the business community, individuals, and schools about career education activities in the area of placement and follow-up.

5. Establish a centralized follow-up service.

6. Survey and compile a list of the business needs of the community relating to information on immediate job openings, and to develop forecasts of business growth in preparation for filling potential jobs.

7. Identify, counsel, and place students, drop-outs, and graduates.

8. Provide placement assistance in schools for those students unable to come to the central office.

9. Establish career information centers in the schools.

10. Match job applicants with appropriate openings and aid in the scheduling of interviews.

11. Provide follow-up of all students placed at three and twelve month intervals to determine degree of success on the job and/or need for change or further training.

12. Inform applicants of current employment techniques through pre-employment clinics and/or career counseling.

13. Develop a computerized system for storage, retrieval, and dissemination of student information to authorized personnel.

14. Utilize follow-up data to adjust and improve curriculum.

All goals and objectives were formulated by staff personnel with the assistance of the Advisory Committee. The Advisory Committee, appointed by the Pinellas County School Board, was composed of both academic and vocational teachers, vocational coordinators, and occupational specialists. Council meetings were scheduled on a weekly basis and sessions lasted approximately three hours. Members were assigned projects to complete prior to each meeting.

The Advisory Committee was responsible for suggesting and helping to implement a survey of the graduating class at Dunedin Senior High School to determine assistance needed by students in making the transition from school to the next step in career development -- be it the world of work or future academic or vocational training. The primary purpose of this survey was to determine if the approved goals and objectives were in any way realistic and meaningful.

In addition to the educational advisory group a business and industry advisory group has been established to provide assistance to the project during the second phase of operation (1973-74 school year).

The Vocational, Technical and Adult Education Follow-Up Survey required by the State of Florida was completed by the placement and follow-up staff. Data compiled in the report will be utilized as a basis for determining effectiveness of current programs and the need for revision of curricula.

During the first year of operation (1972-73) the placement and follow-up component accomplished the following:

1. Identified and established an Advisory Committee to provide assistance in planning and organizing a centralized placement, follow-up, and support services center.
2. Developed placement and follow-up philosophy, goals, and objectives.
3. Developed a unit of instruction relating to employability skills and made plans to implement the unit in 1973-74.
4. Conducted a Senior Survey at Dunedin High School
    a. Tabulated survey results
    b. Distributed results to appropriate personnel
    c. Identified appropriate personnel to follow-up students participating in the survey who requested assistance.
5. Assisted in the follow-up of students leaving the Area Vocational-Technical Schools.
6. Participated in a survey for the purpose of determining the need for an Area Vocational-Technical Center to be located in south St. Petersburg.
7. Participated in a comparison study of Work Experience students in a career education pilot school and a non-career education school.
8. Analyzed results of the Boy Scout Survey in Pinellas County.
9. Coordinated the State of Florida, Department of Education, Vocational-Technical and Adult Education Survey for 1972 and 1973.
10. Coordinated an Employer Follow-Up Survey of those students from the State survey giving permission to contact employers.

11. Attended and participated in various State and local career education and placement and follow-up meetings and workshops.

12. Staff members made an on-site visit and participated in an orientation seminar relating to the Akron-Summit County, Ohio, Public School Systems' Placement Project.

13. Plans have been finalized for a Placement and Follow-Up Workshop to be held during the week of August 13-17. The workshop will be attended by local personnel to be responsible for placement and follow-up activities, local administrators, State Department of Education personnel, and Placement and Follow-Up Supervisors from other Florida school districts. Mr. Raymond Wasil, Director of the Akron-Summit County Placement Project, will serve as workshop Consultant.

14. Tentative plans for a labor-market survey to be conducted in cooperation with business and industry have been formulated by the Executive Assistant Superintendent of VTAE. The survey, under the sponsorship of the St. Petersburg Area Chamber of Commerce, will be completed during the fall of 1973 and result will be available by January, 1974.

Project personnel, working with the assistance of the Advisory Committee, have determined that the placement and follow-up component will be organized to serve as a coordinating agency for the placement function and that follow-up activities will be centralized in this unit. It has also been recommended that the placement function be decentralized. Actual placement of students will be the responsibility of vocational coordinators, teachers, work experience personnel, occupational specialists, and guidance personnel. Overall coordination, assistance and policy development will be the responsibility of the placement and follow-up department of career education.

Reasons for recommending decentralization of the placement function are twofold: (1) the placement and follow-up component is not staffed to perform the operational responsibility for placement, and (2) teachers, coordinators, etc., have personal knowledge of student capabilities needed to perform on the job. Reasons for recommending centralization of the follow-up function are as follows: (1) equipment necessary to perform this function is available to the placement and follow-up staff, (2) centralization will facilitate reporting and accountability requirements of public laws, (3) schools will be somewhat relieved of total responsibility for collection of data and data collection procedures will be more standardized, and (4) centralization will aid in the collection of data needed to recommend both general and specific curriculum revision.

PHILOSOPHY STATEMENTS

I. Assist people in placement

  A. What people
    1. Up to age 19
    2. In school
    3. Drop-Outs
    4. Graduates

  B. Placement - Career Counseling
    1. Jobs (commensurable with skills, aptitudes, interests, and experience)
    2. Technical Training
    3. Degree Program

II. Assist employers in filling jobs

  A. Employment
    1. Summer Jobs
    2. Temporary Jobs
    3. Career Opportunity
    4. Part-time
    5. Full-time

III. Gather data to assist in placement

  A. Job Information

  B. Career Counseling for Up-Grading

IV. Benefit to school

  A. To Follow-Up Students counseled to provide feedback to schools

  B. Gather and interpret follow-up data for curriculum revision

V. Centralization of activities

PHILOSOPHY*

The Career Education Placement Advisory Committee of Pinellas County Schools believes it is the responsibility of ALL -- the individual, the school, and the community -- to assist in the placement and later follow-up of all students enrolled, graduates and nongraduates alike. This shall be accomplished through employment, other training programs, and/or degree programs that are compatible with the individual's abilities, skills, interests, and attitudes. For some students, this may be a fairly direct route; for others many detours may be necessary before goals are obtainable. However, the satisfactory self-fulfillment of desired goals and the employment of students as productive workers in the business world is of prime importance.

*Tentative and subject to revision.

St. Petersburg Independent Monday, August 13, 1973 3-A

Workshop Opens On Helping Dropouts, Graduates

High School Job Placement Plan Studied

SHEILA MULLANE
Staff Writer

High school dropouts and graduates will begin getting help from the school system this year in finding jobs and deciding career goals through a new program.

The "placement (job or educational) and follow-up services" program, now in the planning stages, was mandated by the Legislature during the past session and by law must be in complete operation by September 1974. Partial services will be available in Pinellas County by next October, however.

"For a long time we've been producing a product, delivering it to the loading dock and then forgetting it exists. How long could a business survive operating like this?" said Myrtle Hunt, director of the county's career education program and heading the new placement service.

"It's time for the school system to face the fact that we must deal effectively with our defective products. They will be with us for a lifetime. Educators must accept the responsibility not only for producing but for the marketing, repair and maintenance of our products," she added.

This week local teachers and administrators, as well as educators from other counties and representatives of the State Department of Education, are attending a special workshop at the Pinellas Vocational Technical Center conducted by Raymond Wasil, director of the placement and follow-up service department for the Akron-Summit, Ohio, school system.

The objectives of the week-long workshop, according to Mrs. Hunt, include to develop the structure of the program, to determine the role and responsibilities of the placement specialists, to develop methods of coordinating the program with business, industry and the community, and to set up procedures for conducting market surveys, information surveys on the needs of youth and to establish a workable follow-up procedure.

The school system has provided job placement services for vocational students in the past, but this new program will be for all students. Even in the existing program there has been little effective follow-up work.

"Follow-up with meaningful feedback has been shamefully neglected. We need to get information back to the schools so they can revise their curriculums to better meet the needs of both students and industry," said Mrs. Hunt.

Starting in October, she said, a central placement and follow-up services office will be opened, probably at the City Center for learning. Help will be available to all students "who can't find jobs themselves" or who don't know what kind of a job they want.

A survey taken last year at Dunedin High School showed that more than onethird of the graduating class "had not identified a real career goal," said Mrs. Hunt.

She said the placement office will be prepared to deal with this problem and help steer students either toward further education or toward a job where they could succeed.

In addition to this office, Mrs. Hunt said, her department will also be sponsoring several "pre-employment clinics," the first sometime during the first semester.

The clinics will help students learn how to go about getting a job, how to handle job interviews, how to assess their own abilities and apply for the right jobs and even how to get along with people.

"We also are going to identify employers who are willing to hire the general education students, particularly those who will be on double sessions this year," she added.

"Ultimately," Mrs. Hunt said, placement specialists will appear regularly at each high school and be available to students for counseling and help. She also believes that to be truly successful the program must have a placement specialist permanently assigned to each high school.

COMMUNITY, COMMITTEE, AND UNIVERSITY INVOLVEMENT

Early in the project, the St. Petersburg Area Chamber of Commerce was contacted to discuss the Career Education project in Pinellas County. The Chamber cooperated with the Career Education staff in producing a list of local business and industry resource persons to assist in the orientation of teachers for the 1972-73 Career Education Program. This list appears on pages 112 through 115.

Meetings were held with members of local business and industry, and many firms opened their doors to teachers and students in order to provide learning experiences. When field trips were not possible, business and industry representatives (including several parents of Career Education students) went to the schools to discuss various occupations. These visits are listed on pages 116 through 122. A form for requesting field trips is shown on page 123.

Later in the school year, a survey form was prepared for parents and local firms so that willing and qualified persons could be added to the visitation resource list. A teacher comment sheet and a student reaction sheet were designed to provide feedback and program improvement. These three forms appear on pages 124 through 126.

In November, 1972, the Education Committee of the St. Petersburg Area Chamber of Commerce selected a Career Education Subcommittee to assist the Pinellas County Career Education Project staff in every possible way. This Subcommittee is composed of the following members:

Mr. Fred Cuykendall, President (Chairman)
Oravisual Company, Inc.

Mr. Andrew Padova, Executive Director
Pinellas County Health Care Foundation

Mrs. Ruth Brothers, Secretary to
Mr. Laurence Herman, Vice President Sales and Marketing
Times Publishing Company

Mr. David Walker, Vice President
Union Trust National Bank

Mr. L. E. (Gene) Oliver, Jr., Financial Officer
Magnadyn Financial Corporation

Mr. Lewis Lancaster, Jr., Director of Marketing
Union Trust National Bank

The Career Education staff made presentations before the Largo Chamber of Commerce, whose members volunteered to assist Career Education schools whenever asked to do so.

The National Secretaries Association has provided the project with business office supplies (forms, staplers, staples, memo pads, applications, etc.) to equip a small business office for students in each of the four elementary pilot schools. In addition, members of NSA from Allstate Insurance Company and the St. Petersburg Times and Independent prepared and donated slide-tape presentations showing persons working on the job and talking about their duties and responsibilities. Many students saw these presentations and expressed interest in the careers involved.

The Hotel-Restaurant Association has been active in Career Education. This group hosted teachers in Career Education summer workshops, welcomed students and teachers for field trips, and served in advisory capacities.

The Pinellas County Committee of 100 organized bus tours of area businesses for the occupational specialists of Pinellas County, to acquaint them with the wide variety of occupations in the county.

The Career Education staff held a workshop session for the League of Women Voters to inform them of issues relating to Career Education concepts, legislation, and funding. The group expressed interest in these matters and pledged support.

Hillsborough Aviation Authority, Eastern Airlines, and the American Automobile Association Motor Club have been extremely helpful in the development of the Transportation Cluster in the pilot schools. Field trips, resource persons, audiovisual aids, and "tools of the trade" for hands-on experiences have been contributed by these groups.

Many others have assisted in workshops and related activities; among them are:

U. S. Representative C. W. Bill Young

Mr. Dominick Minotti, Vice President Marketing
First National Bank of Clearwater
(President-Elect, Clearwater Chamber of Commerce)

Mr. Steven C. Doychak, Manager and Executive Vice President
Clearwater Chamber of Commerce

Mr. Thomas Gregory, CPA
Tornwall, Lang and Lee
Chairman, Education Committee
St. Petersburg Area Chamber of Commerce

Gen. Charles J. Kaniss
Sanitation Administrator
City of St. Petersburg

Mr. Dean Young, Cartoonist
Clearwater

Representatives of Reynolds Aluminum Reclamation Plant
Tampa

Local newspapers have provided coverage of Career Education activities in the pilot schools. Some news items appear in Appendix C and on page 107.

The staff has produced slide and slide-tape presentations; these have been shown to many groups in the community and in other Florida counties, as well as to out-of-state groups, to acquaint them with the Pinellas project. On-site visits to Pinellas County's pilot schools have enabled others to see Career Education in operation.

Presentations have been made to members of the Florida State Legislature, as well as the U. S. Office of Education, to inform and update them on the progress of Career Education in Pinellas County.

The Pinellas County Comprehensive Career Education staff accepted responsibility for field testing Career Education survey instruments for the Career Education Curriculum Laboratory at the Florida State University, under the direction of Dr. James Edmundson. The Pinellas Career Education Project Director served as Chairman of the Advisory Council for the Curriculum Laboratory.

The Pinellas County Career Education Project staff and the Career Education Curriculum Laboratory are cooperating in the production of a slide-tape presentation on Career Education for statewide distribution.

Universities and colleges, in Florida and other states, have cooperated with the Pinellas County Career Education staff. Contacts during the 1972-73 year with university and college representatives are listed on pages 127 through 131.

The University of South Florida, across Tampa Bay, has worked closely with the staff. Several meetings were held to develop in-service training programs. These resulted in the preparation of a course outline for a Career Education Workshop. (See pages 132 through 135.) Considerable interest was shown in the workshop when it was scheduled, but because the State Department of Education did not approve the course for curriculum credit, enrollment was not high enough to justify holding the class. Further discussions will be held with university personnel, in the hope that it will be possible to schedule such a course in the near future.

Two members of the University of South Florida staff were most helpful as consultants to the staff in the preparation of evaluation instruments for testing the eight career education elements. Dr. Leon Greabell, Assistant Professor of Education, and Dr. William Wade Burley, Associate Professor (Educational Psychology and Guidance) contributed much useful advice, all of which was considered in finalizing the instruments. Their comments will be studied again when the instruments are revised for 1973-74. Dr. Greabell's comments appear on pages 136-137; Dr. Burley's are on pages 138-140.

Palmetto Elementary School and St. Petersburg Junior College conducted a successful Guidance Aide program which benefited students of both institutions. (See pages 141 through 145 for memorandum and attachments.)

Meetings have been held with many groups, including curriculum committees; parents; "COST" (Counselor - Occupational Specialist - Teacher) Instructional team members, Chamber of Commerce Education Committees; St. Petersburg Chamber of Commerce Subcommittee on Career Education; cost benefit committees; a committee to plan Youth Flair; University and Career Education Inservice Planning Committee; Evaluation Advisory Committee; Placement and Follow-Up Advisory Committee; U. S. Representative C. W. Bill Young; and Florida Senator D. Robert Graham.

A cumulative record of committee meeting participant hours is shown on pages 146 through 149; minutes of some of the meetings appear on pages 150 through 173.

RESOURCE PERSONS FROM BUSINESS AND INDUSTRY TO ASSIST IN ORIENTATION OF TEACHERS FOR 1972-73 CAREER EDUCATION PROGRAM

AGRICULTURE, BUSINESS & NATURAL RESOURCES

Dayton Hughes Personnel & Safety Director	Hood's Milk 5700 - 22nd Street, North St. Petersburg 33714	525-2111
Jack Siebenthaler General Manager	Seminole Nurseries, Inc. Mail: Bank of Seminole PO Box 3367 Seminole 33543	391-9738 391-0151
James Boone	Manatee Seed & Sod 4145 Haines Road, North St. Petersburg 33703	527-5721

BUSINESS & OFFICE

Thomas Gregory Partner	Tornwall, Lang & Lee CPA's PO Box 23 St. Petersburg 33731	862-5131
Don Jones President	Don Jones Insurance PO Box 10070 St. Petersburg 33733	896-6602
Fred Cuykendall President	Oravisual Co., Inc. PO Box 11150 St. Petersburg 33733	862-1144
Howard Schmidt Vice President-Trust Officer	Union Trust National Bank PO Box 11388 St. Petersburg 33733	894-2171
Mrs. Ruth Brothers, CPS Sec'y to Vice President Sales & Marketing	St. Petersburg Times PO Box 1121 St. Petersburg 33731	894-111

COMMUNICATION & MEDIA

Sandy Stiles, Public Service and Promotion Manager	St. Petersburg Times & Evening Independent PO Box 1121 St. Petersburg 33731	894-1111

Sid Perry Director of Public Relations	Rahall Communications WLCY-TV Channel 10 PO Box 14000 St. Petersburg 33733	525-1111
Hugh Brown Manager	WSUN Radio 201 Second Avenue, North St. Petersburg 33701	894-0191
Edwin Harlow Western Division Staff Manager	General Telephone Company PO Box 11328 St. Petersburg 33733	895-2611

CONSTRUCTION

Sanford Goldman Architect	923 First Avenue, North St. Petersburg 33705	896-5300
John Carr Executive Director	Contractors & Builders Ass'n. 800 - 49th Street, North St. Petersburg 33710	345-9153
Conrad Banspach	Conrad Construction Company 1064 - 45th Avenue, NE St. Petersburg 33703	526-1318

CONSUMER & HOMEMAKING EDUCATION

Ruth Spoor, Manager Better Business Department	St. Petersburg Chamber of Commerce PO Box 1371 St. Petersburg 33731	894-7443
William Nagy	The Sweden House 1440 - 34th Street, North St. Petersburg	896-0665
Richard Largel District Manager	Morrison's PO Box 13466 Tampa 33611	

MARKETING & DISTRIBUTION

Lew Roberts Manager	Maas Brothers PO Box 1511 St. Petersburg 33701	898-1131
Wallace Litchfield (In the Fall) Manager	G. C. Murphy Company 950 - 58th Street, North Tyrone Center St. Petersburg 33710	345-6522
Sam Halloway Manager	City Fuel Oil Company PO Box 550 St. Petersburg 33731	896-1196
R. H. Neubert (Difficult to get) President	Gulf Coast Industrial Supply PO Box 10608 St. Petersburg 33712	862-6561

PERSONAL SERVICE

John Johnson Manager	European Health Spa 2866 - 66th Street, North St. Petersburg 33710	347-6147
Mrs. Grace K. Levesque Proprietor (Only Tuesday or Wednesday)	C & J Distinctive Hair Fashions 2922 Fifth Avenue, North St. Petersburg 33713	894-6806
Richard L. Glazier President	Softwater Laundry PO Box 11958 St. Petersburg 33733	862-1134

TRANSPORTATION

J. A. Shipman District Sales Manager	Seaboard Coast Line RR PO Box 490 St. Petersburg 33731	527-6427
William Fletcher	Delta Airlines 431 First Avenue, North St. Petersburg 33701	894-1861
Larry Lander (Tours)	Blocker Storage & Transfer 3035 - 22nd Avenue, North St. Petersburg 33713	894-6881

HEALTH

Dan Meyer Personnel Director (Tours)	Bayfront Medical Center 701 Sixth Street, South St. Petersburg 33701	894-1161
Andrew Padova Executive Director	Pinellas County Health Care Foundation 701 Sixth Street, South St. Petersburg 33701	894-1161

HOSPITALITY & RECREATION

Mike Brennand First Vice President	Bradley, Yeager & Associates 151 Treasure Island Causeway St. Petersburg 33706	360-6991
Ralph Mullin Executive Vice President	St. Petersburg Area Chamber of Commerce PO Box 1371 St. Petersburg 33731	894-7445
Donald Clarke General Manager	Hilton Hotel 333 First Street, South St. Petersburg 33701	896-1111

MANUFACTURING

Frank Pesuth, Manager Employee Development & Motivation	Honeywell, Inc. PO Box 11568 St. Petersburg 33733	531-4611
Pual Jordan Personnel Administrator	Electronic Communications, Inc. PO Box 12248 St. Petersburg 33733	347-1121

MARINE SCIENCE

Nick Diakos	Gulf Coast Seafood 2425 Ninth Street, North St. Petersburg 33704	898-1246

INDUSTRY VISITATION RECORD

PINELLAS COUNTY
CAREER EDUCATION PROJECT
1972-1973 SCHOOL YEAR

Representative	Firm	Occupation
Ranger Valentine	County Rangers	Forest Ranger
Mr. Vance	FBI, Tampa Office	Law
Mrs. Mauer	U-PARC, Retarded Children's Org.	Services to Retarded Children
Dorothy Draves Director	County Extension Home Economist	Home Economics
Charles Rowan	County Agricultural Division	Extension Agent
Mr. Lynvilla	Redland Nursery	Horticulture
Eric Thompson	Hunt Construction	Heavy Duty Equipment
Dr. Carr	Carr Animal Hospital	Veterinarian
Dr. Roger Graham	Graham Optometry	Optometrist
James Parker	Sun Bank, Dunedin	Banking
Mr. Jim Pitts	Florida Power Corp.	Utilities Occupations
Mr. Bob Jones	General Telephone	Utilities Occupations
Mrs. Dewitt	Patricia Stephens Career College & Finishing School	Fashion Merchandising
Bill Fisher	City Center for Learning	Upholstery Trade
Mr. Garrison	General Business Services	Income Tax Accountant
Mr. Alexander	Bell & Howell Schools	Electronics
Sergeant Hayworth	Dunedin	Police Work

Representative	Firm	Occupation
Mr. Gibson, Editor	Clearwater Sun	Journalism
Bruce Shorter	Delta Air Lines	Air Lines Occupations
Mr. Marshall	Beall's Dept. Store	Merchandising
Mrs. Petrillo	St. Petersburg Junior College	Lab Technician
Air Force Marines Army Navy	Several visits from each during the year	Armed Services
Lynn Howard	Clearwater Sun	Communications
Steve Hill	Clearwater Sun	Communications
Fran Zenor	Pinellas School System	Home Economics
Art Ward	Pinellas School System	Agriculture
Officer Demeres		Public Service
Dr. Lester Mandelker		Veterinarian
Robert Henderson	St. Petersburg Times	Communications
Cong. Bill Young	U. S. Congress	Public Service
Bob Marek		Parks & Recreation
Wilson McGill		Parks & Recreation
J. C. Carruthers	Industrial Services	Consumer & Homemaking
Dale S. Beaumarriage	Marine Bis. Lab	Marine Science
Dean Young		Fine Arts
Don Gram	City Planning	Environment

Representative	Firm	Occupation
Mr. Conroy	Holiday Inn	Hosp. Res.
John Roshenberger		Fine Arts/Humanities
Don Williams		Consumer/Homemaking
D. Stanley Rosewater		Health
Bob Burke	Public School System	Principal
Steve Bentley		Ambulance Driver/ Personal Service
Louise Hickson	Candle Cove	Business
Mr. Kenton		Forester
Reed Franz	PVTI	Agri/Horticulture
Mr. Burchfield	Harbor Master Clw. Beach	Marine Science
Mrs. Emerald Standerd		Public Service
Lee Schmall	PVTI	Horticulture
Gen. Kaniss	City Sanitation	Environment
George Wooten		Meterologist
Madam Cushing		Fine Arts/Humanities
Dr. Harry Danielson		Health
Dr. Monnie		Health
Mrs. D. Manning		R.N.
Meekyron Conrad		
John Rinker	Post Office	Public Service
Robert P. Thomson	Gulf Coast Symphony	Ex. Dir.
Bon Giovianni		Actor

Representative	Firm	Occupation
David Ketcher	Post Office	Public Service
Dr. Rhay		Mag. Synthesizor/ Fine Arts
Mrs. Valdes	Florida Power Corp.	Home Economist
Dr. Ronald Willey	Community Hospt.	Health
Sheri Morton		Legal Secretary
Judy Judd		Fine Arts
Ursula Donovan	Tampa Airport	Transportation
Mr. Snowden	WDAE Radio	Fine Arts
Mrs. Martin		Consumer/Homemaking
Officer Monte El Krysker		Public Service
M. M. Pique		Pollution Control
John Selover		Sanitation
Don Pinlez	St. Petersburg Times	Public Service
Dr. Jean Bennett		Health
Mike Elsworth		Fine Arts
Del Kosfield		Consumer/Homemaking
Mrs. Van Overde		LPN/Health
Mrs. Gillham		Missionary/Japan
John Brill, Jr.		Fire Marshal
Judy Jacobs	Marine Science	Porpoise Trainer
Dr. Treloff		Health
Prevatt Funeral Home		Mortician
Bob Hess		Photography

Representative	Firm	Occupation
Marselle Morsino	Cloth World	Consumer/Homemaking
Judd Acess		Chess player
Mr. Purdy		Service Station
Mr. Jordan		Masonry
Mr. Tilliston		Drafting
Mrs. Eliza Thornton		R. N.
Mr. Jimmy Williams		Male Nurse
Mrs. Evelyn Lassiter		Pharmacist
Mrs. Loew		Operatic Singer & Actress
Mrs. S. Cross		Secretary
Mrs. S. Shirley		Production Worker
Mr. L. Lee		Buyer, Supermarket
Mr. L. Rainey		Sanitation truck driver
Mr. Patrick		Mail man
Mr. M. Farr		Plumber
Telephone Plant Man	General Telephone	Installer
Mr. Claude Greene		Business Executive
Mrs. Kennedy		Model
Mr. Day		Soil Conservationist
Mrs. Wall		Retired Principal
Mrs. Fisher		Social Work/Nursery teacher
Mr. Fisher		Accounting

Representative	Firm	Occupation
Bernice Green		Baker
Mary Jordan		Upholstery/Seamstress
Lt. Nordin		Game Commissioner
Ranger Whitstine		Forest Ranger
Firemen	Station #5	Firemen
Officer Mullens		Policeman
Donald McRae, David Sky		Helicopter Pilots
Irene Jacobsen		Home Economist
Clinton Jackson		Disc Jockey
John Nichol		Beautician
Representatives (3)	Pinellas Health Dept.	Nurses
Dr. Pedley	Private Practice	Dentist
Mr. Gustafson	U.S. Post Office	Mail Service
Mr. Vaughn Cox	NCR Manager	Accounting
Representative	Ambulance Firm	Ambulance driver
Mr. Bob Henderson	St. Petersburg Times	Newspaper Occupations
Mr. Burr	County Agri. Center	Agriculture
Mr. Guido	Media Center	Media Specialist
Representative	Olivetti Corp.	Typewriter Repair
Mr. Bob Hesse	City Center for Learning	Photography
Ray Madren	WSUN Radio	Radio Broadcaster

Representative	Firm	Occupation
Ron Wiggins	St. Petersburg Independent	Newspaper Writing
Representative	St. Petersburg Sewage Treatment Plant	Pollution Control
Representative	Eckerd College	Art
MR. Geiger	Florida Power	Utilities Occupations

OFFICE OF CAREER EDUCATION
School Board of Pinellas County, Florida

OFFICIAL FIELD TRIP REQUEST & REPORT

SCHOOL: ____________________ DATE: __________

GUIDANCE COUNSELOR/OCCUPATIONAL SPECIALIST: __________

TEACHER: __________ GRADE: __________ NO. OF PUPILS: __________

CAREER CLUSTER: __________

PLACE TO BE VISITED: __________

DATE OF VISIT: __________ DEPARTURE TIME: __________ ARRIVAL BACK AT SCHOOL: __________

METHOD OF TRANSPORTATION: __________

OBJECTIVE/PURPOSE: __________

List what you will do/have done to prepare pupils for field trip:

Specific activities at the facility: __________

List follow-up plans: __________

Evaluation: __________

Materials used: __________

(For additional information attach separate sheet)
NOTE: Please return one (1) copy to the Career Education Office

Form No. 2 (rev. 12/14/72)
COST--Effective Data Collection System

CAREER EDUCATION
COMMUNITY RESOURCES INQUIRY

The teachers are attempting to make students of all ages aware of the World of Work. The variety of jobs held by family members and neighbors of Pinellas County School children is wide-ranging. We would like you to share your work experience with our students.

If you can help us, please fill out this form and return it to the school.

NAME ______________________________ HOME PHONE ______________

ADDRESS ____________________________ BUSINESS PHONE ____________

____

OCCUPATION/BUSINESS ______________________________________

____

(1) Are you willing to show students how you do your job?

____

(2) Will you allow a student to interview you about your occupation?

____

Are you willing to have photographs taken during the interview?

____

(3) Would you be willing to demonstrate resources which you use on your job?

____

(4) Would you be able to leave these resources with the school for a period of time?

____

(5) Are you willing to make a cassette recording about your job, or to have photographs made of you on the job?

____

(6) When can you come to the school? ______________________

(7) We would appreciate any comments you wish to make.

____

____

TEACHER COMMENTS ON PARENT OR INDUSTRY REPRESENTATIVE VISITATION
(PART OF CAREER EDUCATION COST PROCESS DIARY)

Teacher____________________ School____________________

Parent or Industry Representative____________________ Date of Visit__________

Occupation Represented____________________

Comments____

____

____

Student Comments____

____

____

Would the parent or industry representative be willing to visit another school?__________

STUDENT REACTION TO CAREER EDUCATION ACTIVITY

SCHOOL________________ GRADE___ TEACHER___________________ DATE_________________________

1. Description of Activity____

2. Occupational Cluster:

___Agri-Business & Natural Resources
___Business and Office
___Communication & Media
___Construction
___Consumer & Homemaking
___Environment
___Fine Arts & Humanities
___Health
___Hospitality & Recreation
___Manufacturing
___Marine Science
___Marketing & Distribution
___Personal Services
___Public Service
___Transportation

Discipline:

___Mathematics
___Social Studies
___Science
___Language Arts
___Music
___Art
___Physical Education
___Foreign Languages
___Health
___Vocational Subjects

Career Education Element:

___Educational Awareness
___Career Awareness
___Self Awareness or
Occupational Self-Concept
___Attitudes and Appreciations
___Decision-Making Skills
___Employability Skills
___Basic Employment Skills
___Economic Awareness

3. How did you like this activity? (a) Very much___ (b) Some___ (c) Not much___ Not at all___

4. What job did you learn about?____

5. Do you think you would like to do this kind of work? (a) Yes___ (b) No___ (c) Don't know______

6. Do you think it would be hard to learn all about how to do this kind of job?
(a) Yes___ (b) No___ (c) Don't know______

7. How much education or training does this kind of work require?_____________________________

RELATIONSHIPS WITH INSTITUTIONS OF HIGHER EDUCATION FOR DEVELOPING INSERVICE TRAINING OR FOR DEVELOPING COURSES IN CAREER EDUCATION

Institution	Date	Pinellas County Career Education Representatives	University Representatives	Topic
Florida State University	3/17/72	Myrtle E. Hunt	Dr. Wade Burley	Summer Workshops
Florida Southern College	2/14/72	Myrtle E. Hunt	Personnel from Florida universities	Federal programs and agencies
University of Florida	4/28/72	B. Hartill C. Givens	Midge Smith	FAIS
St. Petersburg Junior College	5/10/72	Ruth Dikman Tom Noble	N. Barrett	Practicum in Publicity
University of South Florida Bay Campus	5/25/72	Myrtle E. Hunt	Mr. James Pope	Career Education
University of South Florida	6/1-2/72	Myrtle E. Hunt Tom Noble	Personnel from USF Continuing Ed.	Conference on Continuing Education for Adults
Florida State University	6/8/72	Myrtle E. Hunt B. Hartill	John Geil	LOOM
University of South Florida	6/16/72	Myrtle E. Hunt	Dr. Jaeschke and others from USF	University Proposal for Career Education
University of South Florida	7/12-13	Myrtle E. Hunt	Personnel from Florida Projects	Drive-In Conference on Career Education

Institution	Date	Pinellas County Career Education Representatives	University Representatives	Topic
UF/FSU	7/17-21	Career Education Staff	Midge Smith and John Geil	FAIS/LOOM Workshop
Nova University	7/30 - 8/5/72	Tom Noble	University Personnel from Florida	National Institute, "Education USA - 1972"
USF	8/2/72	Myrtle E. Hunt	USF Class Instructors	Career Education
University of Florida	9/12/72	Don Rosenberger	Midge Smith	FAIS
North Carolina State University	9/10-13	Myrtle E. Hunt	Dr. Robert Morgan Dr. Ronald Shearon	Evaluation Conference on Career Education
University of Florida	9/28/72	Myrtle E. Hunt Don Rosenberger	Midge Smith	FAIS Workshop, Eisenhower
Colorado State University	10/23-27	Myrtle E. Hunt	Institute Members	Institute for Curriculum - Personnel Development
FSU	1/21/73	Myrtle E. Hunt	Dr. James Edmundson	Advisory Committee Meeting on Career Education Curriculum Laboratory
FSU	1/22/73	Career Education Staff	Dr. Ellen Amatea	Site visit
FSU	1/27/73	Don Rosenberger	Mr. John J. Geil	LOOM
USF	2/15/73	Myrtle E. Hunt Dorothy Snidow Clarence Givens	University Personnel	Presentation: Career Academic Affairs

Institution	Date	Pinellas County Career Education Representatives	University Representatives	Topic
USF	2/16/73	Dorothy Snidow	Dr. Don Jaeschke Mr. James Pope	Discussion on In-Service
USF	2/21/73	Myrtle E. Hunt	USF class and Instructor at PVTI	Presentation: Pinellas County Career Education Project
UF	2/23/73	Dorothy Snidow Don Rosenberger	Dr. John Crittenden	Curriculum Unit Model
USF	2/26/73	Myrtle E. Hunt Clarence Givens Don Rosenberger	Dr. Wade Burley Dr. Ed Panther	Summer In-Service Cooperative Workshop Arrangement
USF	2/26/73	Same as above	Mr. Rex Toothman Dr. Marin Dr. Russ Wiley	Same as above
USF	3/1-2/73	Don Rosenberger Marie Charles Clarence Givens Tom Noble	University and Career Education Representatives	Role of the Teacher Educator in Career Education
USF	3/9/73	Myrtle E. Hunt Don Rosenberger Dorothy Snidow	Dr. Russ Wiley Dr. Wade Burley Dr. Donald Jaeschke Mrs. Elizabeth Bolton	Career Education Workshop
USF	3/13/73	Myrtle E. Hunt Don Rosenberger Dorothy Snidow	Mrs. Elizabeth Bolton	Career Education Workshop
FSU	3/5-6/73	Tom Noble	Dr. James Edmundson Mr. Jerry Kidd	Curriculum Laboratory Script and Photography for Slide Presentation

Institution	Date	Pinellas County Career Education Representatives	University Representatives	Topic
USF	3/9/73	Myrtle E. Hunt Dorothy Snidow Don Rosenberger	Dr. Donald Jaeschke Dr. Russ Wiley Mrs. Elizabeth Bolton	Cooperative Arrangements on In-Service Workshops
UF	3/12/73	Dorothy Snidow Marie Charles Don Rosenberger	Dr. John Crittenden	Curriculum Unit Model
USF	3/13/73	Myrtle E. Hunt Clarence Givens Don Rosenberger Louis McCoy May Howry Doris Edwards Bette McConnell	Faculty Members	Presentation for Florida Area III and Area IV Supervisors
St. Petersburg Junior College	3/13/73	Clarence Givens	Class and faculty	Presentation on Career Education
USF	3/13/73	Clarence Givens	Dr. Ed Panther	Presentation on Career Education
FSU	3/21/73	Myrtle E. Hunt	Dr. James Edmundson	Sound/Slide Presentation Preparation
USF	3/27/73	Dorothy Snidow Don Rosenberger	Mrs. Elizabeth Bolton	Career Education Workshop, Pinellas Vocational-Technical Institute
USF	3/28/73	Myrtle E. Hunt	Mr. Rex Toothman	South Florida Planning Council
FSU	4/2-4/73	Career Education Staff	Dr. James Edmundson	Conference on Curriculum Materials, and on slide presentation.
USF	4/16-20	Dorothy Snidow	Dr. Leon Greabell	Evaluation Instrumentation

Institution	Date	Pinellas County Career Education Representatives	University Representatives	Topic
FSU	4/23/73	Career Education Staff	Mr. Jerry Kidd	Curriculum Lab Slide Presentation Conference
USF	4/24/73	Dorothy Snidow	Dr. Wade Burley	Evaluation Instrumentation
USF	4/26/73	Myrtle E. Hunt Dorothy Snidow	Dr. Donald Jaeschke	Career Education Workshop
FSU	4/30/73	Career Education Staff	Mr. Jerry Kidd	Preview of Slide Presentation prepared by FSU Curriculum Lab for Pinellas County Career Education Project

UNIVERSITY OF SOUTH FLORIDA

March 14, 1973

Mr. Ronald W. Scull
Consultant
Teacher Certification
State Department of
Education
Tallahassee, FL 32304

Dear Ron:

Here is the course outline for EDC 681. Notice I have left certification uses blank. We want to use it for fulfilling certification requirements in:

Elementary Curriculum
Secondary Curriculum
Vocational Curriculum

and general updating. Pinellas County doesn't want it if certification requirements aren't clear.

Please help us sell this to whoever has to approve its uses for certification. I will wait to hear from you by phone. Suggest any revisions you think we can live with or fulfill.

Thank you for your cooperation.

Sincerely,

Elizabeth Bolton
Instructor

EB/pa

Enclosures

COURSE OUTLINE

EDC 681, EDUCATION WORKSHOP: CAREER EDUCATION

Quarter III, 1973

Course Description:

This is a workshop designed to provide an orientation to career education concepts, curriculum, and applications at all levels of instruction.

General Statement:

Since this is to be a workshop designed to inform teachers at all levels of instructions, it will be taught by resource people from various departments within the University of South Florida even though it is coordinated by the Department of Vocational and Adult Education.

Certification Uses:

Workshop Objectives:

1. To explore the origins, philosophy, and purpose of the career education concept and its relationship to academic education, vocational education, and guidance.
2. To examine operational programs and resource materials in career education on local, state, and federal levels.
3. To examine curriculum materials and resources that are being used at various career education centers.
4. To provide personal and situational assessment and its relationship to vocationalism.
5. To operationalize career education concepts as options or alternatives to traditional ways of teaching.

Course Content as Related to Objectives:

April 3 Objective 1 Activities:
"Career Education & Vocational Education" - Rex Toothman

		"Career Education & General Education"- "Career Education & Guidance" - Ed Panther
April 10	Objective 2	Activities: "Career Education & the OEO" "Career Education at the State Level" "Career Education at the Local Level" - speakers to be announced Group presentations and discussion
April 24 May 1	Objective 3	Activities: "Career Education Materials for Gifted Youngsters" - Dr. Dorothy Sisk "Career Education Materials for Special Education" - Dr. George Kuhn Discussion Presentation of resources and curriculum materials currently being used at various career education centers
May 8 " 15	Objective 4	Activities: Students will participate in the following: "Personal & Situational Inventory - Worklife History"- Dr. Don Jaeschke "Attitude Assessment of Student" "Skill & Talent Inventory" "School or Program Inventory" "Meyers Briggs Type Indicator" "Teacher Styles Inventory"
May 22 " 29 June 5	Objective 5	Activities: C. A. B. - Don Rosenberger Individual application by class participants

Suggested References:

Make your own list of no less than 15 references with at least three relating to each objective. A reference report will be submitted as each objective is covered.

Activities:

1. Everyone will be required to read and report orally on five journal articles that are relevant to career education. A sheet will be given to you that explains the format for the report.

   In addition to the oral report, a written report will be submitted after the oral report has been given.

2. This course is based on the concept of self-study and inquiry. Topics or areas that will be of interest to the class as a whole will be handled by group projects.

   The group projects should evolve into a group report with the idea that this is the major contribution of that particular group to the class. Each individual in a group should participate in the group report.

   This oral report should be no less than twenty minutes and no more than one hour. It should be a quality production since 50 per cent of the total grade will be based on this effort.

3. Oral Responses:

   It is hoped that everyone will contribute to clsss discussion. Time permitting, everyone will have the opportunity to orally report inquiry findings to the group.

   Use a combination of methods, techniques, and devices you believe to be most effective. Give me one week's notice to arrange for any instructional aids you might need.

   If you arrange for a resource person, do not substitute his oral contribution for your oral responsibility. In this case, an adequate summary perhaps is in order before you entertain questions from the group.

   If you arrange a field trip, you assume complete responsibility for your share of the evening.

   If three or more persons are scheduled for the class on the same night, they should assume responsibility for the coordination of the agenda.

4. Written Responses:

   In order that the group will have access to the results of individual studies, everyone should duplicate his findings for each member of the class.

5. Evaluation:

   30% - Group Project Report
   30% - Individual Project Report
   10% - Journal Reactions
   20% - Final Examination
   10% - Class Participation

UNIVERSITY OF SOUTH FLORIDA
TAMPA • ST. PETERSBURG

COLLEGE OF EDUCATION
TAMPA, FLORIDA 33620
813: 974-2100

April 23, 1973

Mrs. Myrtle E. Hunt
Director Career Education
Pinellas County

Re: Career Education Evaluation Instruments

Dear Mrs. Hunt:

Section #17 (Educational Awareness)

The rough copy for grades K-early 1st, 1-3, 4-7, 7-9 and 10-14 are ready to be field tested. It would seem like a good idea to test the directions for the K-6 sections on some children before any extensive field testing is done.

The 7-9 and 10-14 instruments should be able to be completed by the students during one class sitting.

The interview form for the K-early 1st should take no more than 5-8 minutes per child. However, it is recommended that a tape-recorder be used during the interview so as to insure accurate recording of data and eye-to-eye contact between interviewer and student.

Section #18 (Career Awareness)

The instruments for this section appear to be completed. A suggestion to consider when administering the primary instrument would be that the 2nd section (page 2) be given at a second sitting so as to avoid contamination of the data gathered.

Section #19 and #20 (Appreciations and Attitudes, Self-Awareness)

After consulting with members of the Early-Childhood Department, The Guidance Department and the Measurement Department at the University of South Florida as well as screening the commerical and non-commerical tests and scales available it was felt that there was no instrument available that would meet the unique needs of the Career Education Program. Therefore, the following recommendation is made.

Recommendation - That an instrument be developed for grades K-3 which would be experimental in nature and used by the teachers on a semi-annual basis.

As the instrument is field tested it is hoped that the feedback from the professionals in the field will lead to a re-evaluation and if need be, a rewriting of the experimental instrument.

Section #21 (Career Decision Making Skills)

It is evident that many of the Goal Statements for grades K-6 considered in this section overlap other areas, most noticeably sections 19, 20 and 22. Therefore, the recommendation that no specific instrument be developed in this area for grades K-6 is made.

For the section for grades 7-9 it is suggested that a 5 point scale be used to measure the students responces with the value of 1 being very important to the value of 5 being not important instead of the present scoring method.

Section 22 (Employability Skills)

It is recommended that no instrument be developed for grades K-8 for this section. The primary reason being that data for the assesment of these goals will be available from testing procedures done with other sections (Sections 17, 18, 19 and 20).

Section 23 (Basic Employment Skills)

In the grade K-6 Goal statements for this section it appears that the majority of the goals are directly related to cognitive skills as outlined in the curriculum guides of the Pinellas County Schools. It is recommended that no instrument be developed for this area, K-6, but use of the data ordinarly gathered in subject areas such as social studies, mathematics and communication skills be utilized.

Section #24 (Economic Awareness)

Instruments for testing the goals of this section are completed and ready for testing in grades K-14.

Respectfully,

Leon C Greabell

Leon C. Greabell
Assistant Professor of Education
University of South Florida

LCG:er

TO: Pinellas County Career Education Project,
Attention: Don Rosenberg

FROM: Dr. Wm. Wade Burley
University of South Florida

SUBJECT: COMMENTS CONCERNING THE EVALUATION PROCEDURES AND INSTRUMENTS FOR THE CAREER EDUCATION PROJECT

It appears that you have a very large number of test items to which students will have to respond. When you do the pilot survey in May, you may want to consider reducing the number of item responses required of students. You might be able to identify which items provide significantly different information, with minimal overlap (or inter-correlation) with other items or measures. Just from a visual survey of the eight different areas (elements of career education) and the outcomes or changes in these areas, there does seem to be a strong potential for redundancy or possible overlap in the information being sampled in the different areas.

The items measuring information in the "Career Awareness" section, I believe, appear to be much more extensive than those in some of the other sections. The format and the general types of items also seem to be somewhat different. Were these prepared by or adapted from another, or an outside, source?

I heard about the difficulties you had in selecting and developing measurement procedures for the "Self-Awarness" or "Occupational Self-Concept" areas. As I mentioned to Dorothy when I was there on Tuesday morning, the Driscoll Play Kit with open-ended stories to be completed by children, was used by Ann Walsh in a study of self-concept of children and young people; this procedure could probably be adapted for use in pre-school or early grade areas. Also, there is the instrument developed by Ira Gordon, How-I-See-Myself Scale, with forms suitable for elementary and secondary level. (I believe this was the instrument used by Perkins of West Florida for his evaluation model for exemplary programs in the state.) You may be familiar with the Self-Esteem Inventory developed by Stanley Coopersmith; this instrument is worded for children in the eight to ten year-old range. The Bledsoe Self-Concept Scale is an instrument designed for third through eighth grades. Also, there is the Self-Appraisal Scale developed by Davidson and Greenberg with a reading level of about fifth grade. You may have already looked into these instruments for possible use or adaptation for use in the self-awareness section, but I thought that they might be worth considering.

Here are a few other general suggestions I have that may or may not be possible to accomplish at this time:

(1) You may want to include individual items, or groups of items,

from standardized inventories or instruments that have known item characteristics or normative data. Where appropriate, these may be used with items you have already developed. Although we know that removing an item from its context sometimes changes its psychometric characteristics, there may be some usefulness in being able to compare the response characteristics of your sample with those of a broader national sample. Also this might aid interpreting and "validating" the other items you have developed or selected.

(2) Although you probably will be administering the measures you have developed to large numbers of students in the evaluation next year, it might be useful to also try to obtain additional related information from small sub-samples of students, who would be involved in intensive situational and behavioral tests under observation. For example, you might select a few representative students who would be placed in a problem-type situation where they would be asked to choose from among a number of occupational opportunities or jobs in which you might like to work. The situation could be structured so that they could use or choose from some specific available materials or information and/or talk with a fellow student, a counselor, or a teacher. From a classification and rating of their actions and their decision and from questions that would be asked clarifying their reasons for a feeling about the decision, you would be able to possibly obtain elaboration and further clarification of their decision-making skills and the relationship of specific behaviors and factors to their other data or self-report responses on the other evaluation inventories and questionnaires.

If you were to do this, it would mean additional development of some structured and appropriate situational tests providing observation of behaviors and additional information from students that would help in understanding the meaning and possible behavioral consequences of the other evaluation data. You would need to carefully select your small sub-sample. Perhaps you might want it to represent specific characteristics or categories of the larger school population or sample, so that you can appropriately relate high or low evaluation results to specific student outcomes and implications.

(3) One factor that is very often overlooked or not given adequate attention in research projects and in evaluation designs dealing with new, exemplary, or purportedly "different" programs in education is the influence of the initial expectations of students and staff on their later reactions and feelings. Some research designs provide for factors like this to be taken into consideration (for example, the Soloman Four-group Design and modifications of this and other pre-post designs.) In the case of a school program or project, like the Career Education Project in Pinellas County, publicity and information about the nature of the project (what it might be like, what it might do, etc.) are sometimes communicated to students and faculty beforehand in very complimentary terms, which may produce "unrealistically" high expectations. In a number of studies, and

in some research I have conducted personally, it appears that high expectations that are not fulfilled in later experiences may result in producing unusually depressed or difficult to interpret results and self-report responses in the post-data obtained, especially in the affective area. Therefore, it might be useful to at least obtain measures of or information about initial expectations concerning the school, program activities, and their results so that this information may be used in determining relationships and effects regarding post-data in the affective areas and to possibly use expectation factors or data in a co-variant design.

One other comment (that I discussed briefly with Clarence Givens) might be made concerning your appropriately evaluating information related to specific possible objectives of the Career project. If one of your objectives, for example, is "to increase the career awareness of girls in terms of the number and range of occupations that might be appropriate for them and from which they might legitimately choose," one type of question or situation that you might use could be as follows: Students might be asked to check or indicate which of a list of jobs or occupational areas they feel might be possible for them to prepare for or enter. If the female students in your experimental sample chose a greater number and/or greater range of occupations this might provide an operational criterion or indication for achieving the objective in this area.

These are just a few ideas and comments you might want to consider. Although it might not be feasible to make changes or arrangements before your main pilot testing, there might be some possibility of making changes or including additions in your evaluation next year.

Respectfully submitted,

(Signed)

Wm. Wade Burley, Ph. D.
Associate Professor
Educational Psychology & Guidance

WWB/csi

cc: Mrs. Dorothy Snidow

April 3, 1973

TO: Myrtle E. Hunt, Director Career Education

FROM: Betty Smith, Counselor, Palmetto Elementary School

SUBJECT: GAP (Guidance Aide Program) St. Petersburg Junior College

This is in response to your questions concerning the Guidance Aide Program which we are operating at Palmetto in cooperation with St. Petersburg Junior College, Clearwater Campus.

The GAP evolved out of a desire to seek the aid of additional people to "listen" to the students at Palmetto Elementary School. We felt that many students would benefit from having someone with whom they could "rap" — look forward to seeing and mainly someone from whom they could get a little extra attention.

I contacted Mrs. Stoutamire, instructor of three Adolescent Psychology classes at the Clearwater Campus, and found that she likes to actively involve her students with adolescents on a continuing basis as a regular part of her courses. She feels, and I think rightly so, that her students will acquire and retain more knowledge by working directly with children while studying the theory of child development.

When the semester began in January, I attended Mrs. Stoutamire's classes to answer any questions they might have to to clarify the procedures (Attachment #1). Midway in the semester I attended these classes again to obtain feedback from the Junior College students (Attachment 2) to provide further clarification if needed, and to demonstrate some of our materials.

It was felt that the Junior College students' career goals and present jobs would come up in their conversation with out students. This informal exposure to career awareness would be an added "plus" to the planned career program.

I was pleased to find that a reciprocal awareness evolved. The Junior College students became aware of careers which they previously had known nothing about. Some whose goal had been working with children became positively reinforced about their decision, while others felt that their previously set goal was unrealistic.

Some of the Palmetto teachers requested that the Junior College students tutor specific areas. This again provided a reciprocal awareness for the Junior College students; some stated that they more clearly saw the relevance for some of their "unnecessary" courses.

Both Mrs. Stoutamire and I feel that all people involved have gained a tremendous amount from the short time the program has been in effect. I would definitely like to continue this program next school year - enlarging it to include Mrs. Stoutamire's General Psychology students.

Students at Palmetto who had an aide appeared to me to show improvement in self-esteem and self-concept. They seemed to feel that it made them special in a nice way.

I consider the prime ingredient for making a program such as this work to the fullest would be flexible, cooperative teachers. The teachers at Palmetto are just such a group.

Some aspects of this program which I feel cannot be measured at this time would be the change of attitudes of the Junior College students regarding themselves as future parents in their own homes with their own children; empathy for others -- other children and other life styles; and tolerance and understanding of the institution of the school and its educators.

cc: Dr. H. Danielson
Mr. C. Givens
Mr. F. Martin
Mrs. V. Stoutamire

GUIDANCE AIDE PROGRAM - PALMETTO ELEMENTARY SCHOOL
Clearwater, Florida

1. Sign in and out (file on shelf in Guidance Room).
2. Places to work:
   a. Guidance Room and materials are available (depending on scheduled classes).
   b. Small room (to right of library entrance) available Wed., Thurs., and alternate Fri.
   c. Library (if librarian has no classes).
   d. Workroom/Magazine Room (off library). Chairs can be moved in.
   e. Take walk around school grounds.
   f. Tables in lunchroom (before and after lunchtime).
   g. Small room next to office (if not used by pupil services personnel).
   h. Chairs may be placed in hall area.
3. "Ice Breaker" Interview Sheet (under sign-in file on shelf). This can be used or not at your option. You may wish to interview the student and then let him interview you. This helps you to know a little of each other and gives you some possible points of exploration.
4. Photoboards. The kids love to respond to these. You can tape their responses and play back if you like. Tape recorder in Guidance Room (bottom shelf by sink, tape, take-up reel and mike on top shelf in closet).
   For those students who need help in reading (and there are not many who don't) these photoboards can be used to create a story, have them write it up (with your help) and make a book. Things they write they can usually read well and have an interest in reading. Also other students are usually interested in a book created and written by a classmate.

Above all these children need successful experiences. They are frustrated at many failures and have inadequate feelings of self worth. We want them to feel good about themselves and experience many, many successes.

If you feel yourself becoming impatient or are not having a good day yourself (and we all have these days) cut the session short or change activities.

Most of these kids do not have deep rooted problems. They are very normal young people trying to cope and adjust to our society and find where they fit into the whole thing. We want them to feel they are very special and unique people but that we all experience many similar feelings and they are not "different" for having these feelings.

They need individual attention (which is almost an impossibility from a teacher with a regular class load). What is SO great is YOUR age - one to which these kids should have no trouble relating. They will look in awe at you - to think you graduated from high school and are in college. That you drive your own car and have dates. This is something that seems eons away in their lives but still closer than the adults in the school. But then you all remember how it was when you were in elementary school - yes? no?

If you will think of yourself as a "big brother" or "big sister" (not like 1984) - that these kids can just talk to and "yak" with. Don't worry about "doing" anything. The fact that you are HERE is tremendous.

One more thing: Please wear a PINELLAS SCHOOL VOLUNTEER button while you are in our school. This alerts teachers that you are authorized to take children from the classroom. These buttons are on the shelf by the sign-in file.

March 1st and 2nd I attended the Adolescent Psychology classes at Junior College for feedback from the aides on THEIR feelings about this program. Thought you would be interested in their pros and cons.

The students in these classes have several schools from which to choose and really feel we came out way ahead. I believe this is due to the total acceptance they have had from everyone in this school. Also we have the greatest number of aides going to any one school.

PROS

1. Interaction with children
2. Self satisfaction
3. Give them needed attention
4. Better understanding of a child's thinking
5. Freedom to help children out individually
6. May have private conferences with teachers
7. We are able to use any of Mrs. Smith's equipment
8. We are able to see the child progress
9. We have a feeling of accomplishment
10. Works with small group
11. Children look forward to aide
12. Good equipment
13. Teachers competent
14. Mrs. Smith is interested
15. The children really eat it up - someone new and different from teacher
16. It's therapeutic in comparison to the tension of the regular school schedule
17. Teachers cooperate-basically an atmosphere conducive to our purposes of interaction
18. The children give us positive reaction for positive reinforcement
19. Good experience for career choices
20. We get positive feelings as do the children
21. Good experience for having children
22. Experience is practical, not only sitting in our class talking about children
23. We can find that we either really like or dislike children

CONS

1. Have too many grand tours of school by student
2. Wish we had more time to spend with child - at least 45 minutes
3. We encounter problem children which may scare us away from interaction with children
4. Getting tackled by unruly characters
5. Saying good-bye to child
6. Not enough hours in the week to work with the child

RECORD OF COMMITTEE MEETING HOURS

	January 1972	February '72	March 1972	April 1972	May 1972
CURRICULUM COMMITTEE				3 3	9 12
COST COMMITTEE (STAFFING AND COST-EFFECTIVE PLANNING				3 3	15 18
COMMUNITY INFORMATION AND INVOLVEMENT					
PARENTS					
COMMUNITY GROUPS (PTA, LEAGUE OF WOMEN VOTERS, ETC.)					
STATE AND NATIONAL REPRESENTATIVES				16 16	7 23
STAFF INVOLVEMENT WITH LOCAL, STATE, AND NATIONAL GROUPS	16 16	9 25	25	109 134	137 271
STUDENT ACTIVITY INVOLVEMENT (E.G. YOUTH FLAIR)					
SCHEDULING, EFFICIENCY MANAGEMENT, AND COSTS COMMITTEE					
INSERVICE AND RENEWAL PLANNING					
SUPPORT SYSTEMS AND PLACEMENT COMMITTEE					
LEGAL, POLICY, AND REGULATIONS COMMITTEE					
EVALUATION COMMITTEE					

*Hours and cumulative hours indicated in each block.

RECORD OF COMMITTEE MEETING HOURS

	June 1972		July 1972		August '72		Sept. 1972		October 1972	
CURRICULUM COMMITTEE	39	51		51		51		51		51
COST COMMITTEE (STAFFING AND COST-EFFECTIVE PLANNING		18		18		18		18		18
COMMUNITY INFORMATION AND INVOLVEMENT										
PARENTS										
COMMUNITY GROUPS (PTA, LEAGUE OF WOMEN VOTERS, ETC.)	4	4		4		4		4		4
STATE AND NATIONAL REPRESENTATIVES		23		23		23		23		23
STAFF INVOLVEMENT WITH LOCAL, STATE, AND NATIONAL GROUPS	46	317	26	343	98	441	51	492	89	581
STUDENT ACTIVITY INVOLVEMENT (E.G. YOUTH FLAIR)										
SCHEDULING, EFFICIENCY MANAGEMENT, AND COSTS COMMITTEE										
INSERVICE AND RENEWAL PLANNING			12	12		12	12	24		24
SUPPORT SYSTEMS AND PLACEMENT COMMITTEE									4	4
LEGAL, POLICY, AND REGULATIONS COMMITTEE										
EVALUATION COMMITTEE										

Summer workshops
June-July, 1972 11,316

RECORD OF COMMITTEE MEETING HOURS*

	November '72		December '72		January '73		February '73		March '73	
CURRICULUM COMMITTEE		51		51	80	131	168	299	28	327
COST COMMITTEE (STAFFING AND COST-EFFECTIVE PLANNING		18		18	95	113	135	248	96	344
COMMUNITY INFORMATION AND INVOLVEMENT										
PARENTS	20 (est)	20		20		20	38	58	90(est)	148
COMMUNITY GROUPS (PTA, LEAGUE OF WOMEN VOTERS, ETC.)	25	29		29		29		29		29
STATE AND NATIONAL REPRESENTATIVES		23		23		23		23		23
STAFF INVOLVEMENT WITH LOCAL, STATE, AND NATIONAL GROUPS	165	746	125	871	54	925	243	1168	303	1471
STUDENT ACTIVITY INVOLVEMENT (E.G. YOUTH FLAIR)										
SCHEDULING, EFFICIENCY MANAGEMENT, AND COSTS COMMITTEE									9	9
INSERVICE AND RENEWAL PLANNING	6	30		30	3	33	13	46	276	322
SUPPORT SYSTEMS AND PLACEMENT COMMITTEE		4		4		4		4	120	124
LEGAL, POLICY, AND REGULATIONS COMMITTEE										
EVALUATION COMMITTEE			108	108	42	150	147	297	90	387

*Hours and cumulative hours indicated in each block.

RECORD OF COMMITTEE MEETING HOURS

	April '73	May '73			
CURRICULUM COMMITTEE	327	327			
COST COMMITTEE (STAFFING AND COST-EFFECTIVE PLANNING	344	344			
COMMUNITY INFORMATION AND INVOLVEMENT :					
PARENTS	148	148			
COMMUNITY GROUPS (PTA, LEAGUE OF WOMEN VOTERS, ETC.)	33 54	12 66			
STATE AND NATIONAL REPRESENTATIVES	24 47	47			
STAFF INVOLVEMENT WITH LOCAL, STATE, AND NATIONAL GROUPS		1471			
STUDENT ACTIVITY INVOLVEMENT (E.G. YOUTH FLAIR)	150 150 (est)	150			
SCHEDULING, EFFICIENCY MANAGEMENT, AND COSTS COMMITTEE	20 29	5 34			
INSERVICE AND RENEWAL PLANNING	102 424	424			
SUPPORT SYSTEMS AND PLACEMENT COMMITTEE	90 214	72 286			
LEGAL, POLICY, AND REGULATIONS COMMITTEE					
EVALUATION COMMITTEE	42 429	72 501			

*Hours and cumulative hours indicated in each block.

Example of Meeting on Student Activities

MINUTES OF MEETING

Name of Committee Youth Flair

Date of Meeting November 10, 1972 (9:00 - 12:30)

No. of Persons Attending 9 No. of Hours 3 1/2

Names of those attending:

Dr. Fred Stuart (Research and Development), Chairman
Mr. Gus Sakkis, Acting Superintendent of Schools
Mary Jane Davis, Supv. of Business Education
Don Rosenberger, Elementary Supervisor, Career Education
Jeanine Blauvelt, Elementary Coordinator
Sally Benbow, Elementary Supervisor
Martin Rainey, Resource Teacher
Bill DeCroteau, Industrial Arts Supervisor
Fran Zenor, Home Economics Supervisor

Brief Statement of Activities:

The group met to begin planning for use of the Bayfront Auditorium space for YOUTH FLAIR, Which will be held in April.

Example of Meeting: Evaluation Committee

MINUTES OF MEETING

Name of Committee Evaluation Advisory Committee

Date of Meeting January 17, 1973

No. of Persons Attending 20 No. of Hours 2 1/2

Names of those attending:

Myrtle E. Hunt
Clarence Givens
Dorothy Snidow
Claude Brannan
Eunice Burgess
James Castle
Thomas Crook
Doris Edwards
Nona Grotecloss
Stephen Guyler

Rose Irwin
Gary Kilroy
Mable Martin
Bette McConnell
Carol Payne
Phyllis Roemer
Marilyn Sapperstein
Betty Smith
Peggy Upton
Ferris Post

Brief Statement of Activities:

Clarence Givens introduced Dorothy Snidow, who described the need for input from the COST teams for evaluation instruments. It was agreed that several meetings would be held to enable the members to study and work on instruments for the grade levels they were involved in.

Members separated into groups of two or three, selected basic material supplied by the Career Education office, and reviewed existing instruments for measuring the eight Career Education Elements. They commented on old material, suggested items for inclusion in revised instruments, and then exchanged with another group in order to work on a different Career Education element. In this way each Career Education element would be considered by each group, and all input could then be coordinated by the Career Education office and revised instruments submitted to the group for re-consideration.

Example of Meeting: COST Committee (Counselor-Occupational Sepcialist-Teacher)

MINUTES OF MEETING

Name of Committee "COST" (Counselor-Occupational Sepcialist-Teacher) Committee

Date of Meeting January 30, 1973

No. of Persons Attending 11 No. of Hours 2 1/2

Names of those attending:

Myrtle E. Hunt, Director
Clarence Givens
Dorothy Snidow
Leonard Summers
Marie Charles
Don Rosenberger
Crystal Coester
Tom Noble
Connie Biles
Peggy Upton
Eunice Burgess

Brief Statement of Activities:

Mrs. Hunt discussed the request of the State Department for a "COST" team report in Tallahassee on February 1 and 2 in the Superintendent's Conference Room of the Knott Building. She requested that Campbell Park represent the Pinellas COST teams. The group worked with her to outline a presentation showing the philosophy and activities of the COST teams in the schools.

Example of Meeting - Local, State and National Groups

MINUTES OF MEETING

Name of Committee Career Education Conference - U. S. F.

Date of Meeting March 1 - 2, 1973

No. of Persons Attending 69 No. of Hours 10

Names of those attending: From the staff of Career Education as follows:

T. Noble
M. Charles
C. Givens
D. Rosenberger

Note: See attached list for names of participants

Brief Statement of Activities:

1. Career Education and the Implications for Florida Teacher Educators.
2. The status of Career Education in Florida and Florida's strategy for change.
3. The concepts of Career Education.
4. How a Teacher Preparatory Program is being implemented by Michigan State University.

CAREER EDUCATION AND THE IMPLICATIONS FOR FLORIDA TEACHER EDUCATORS

CONFERENCE PARTICIPANTS

ANDERSON, Ruth, Assistant Director, Career Education, Brevard County
ARNOLD, Joseph P., Chairman, Vocational-Technical and Adult Education, Florida International University

BERGER, Earnest G., Industrial Arts, Florida State University
BERT, Virginia, Division of Vocational, Technical, and Adult Education, Department of Education
BIASCO, Frank, Counselor Education, University of West Florida
BLAKLEY, Dorothy, College of Education, Florida Internationl University
BOLTON, Elizabeth, Adult and Vocational Education, University of South Florida
BLEE, Myron, Administrator, Division of Community College, Department of Education
BOONE, Shelley, Deputy Commissioner of Education, State of Florida
BRADY, H. G., Adult and Vocational Education, University of South Florida
BURCK, Harmon, Counselor Education, Florida State University
BURLEY, Wade, Educational Psychology, University of South Florida

CALDWELL, Robert T., Region I Coordinator, Department of Education
CASSIDY, Richard, Division of Vocational, Technical and Adult Education, Department of Education
CHAMBERS, James A., Chairman, Elementary Education, University of South Floria
CHARLES, Marie, Vocational Business and Office Education Consultant, Career Education, Pinellas County
COLLIER, Clarence H., Adult and Vocational Education, University of South Florida
CRENSHAW, Joe, Division of Curriculum and Instruction, Department of Education

DANENBURG, William P., Executive Director, South Florida Educational Planning Council
DAVIS, L. S., Elementary Education, Florida A & M University
DICKINSON, James, Acting Dean, College of Education, University of South Florida
DOUGLASS, George, Superintendent, Highlands County Schools

EADDY, Kenneth M., Division of Vocational, Technical and Adult Education, Department of Education
EDMUNDSON, James, Director, Career Education Curriculum Laboratory, Florida State University

FOWLER, Earl C., Technical Education, Florida Technological University

GIEHLS, Roy, Division of Vocational, Technical, and Adult Education, Department of Education
GIMMESTAD, Michael, Counselor Education, Florida State University
GIVENS, Clarence, Coordinator of Guidance and Counseling Services, Career Education, Pinellas County
GOLDEN, Cecil, Associate Commissioner for Planning, Department of Education
GUICE, Billy M., Elementary Education, Florida State University

HEILMAN, Casmer, (Conference Consultant), Michigan State University
HENSEL, J. W., Chairman, VTAE, University of Florida
HIGH, Sidney, Bureau of Vocational, Technical and Adult Education, U. S. Office of Education

JACKSON, Thomas E., Dean, School of Technology, Florida A & M University
JAESCHKE, Donald, Adult and Vocational Education, University

KIRK, Howard W., Vocational-Technical Education, University of West Florida
KLINDT, Donna, Florida Legislative Staff, House Finance Committee

LATHROP, R. L., Educational Research, Florida State University
LIMA, Judy, Adult and Vocational Education, University of South Florida

MANN, Thomas, College of Education, Florida Atlantic University
MARIN, Gerald, Adult and Vocational Education, University of South Florida
MARKS, Mary V., Bureau of Vocational, Technical and Adult Education, U. S. Office of Education
MARQUESS, A. Perkins, Vice-President of Instruction, Brevard Community College, Cocoa Campus
MEGOW, Robert S., Director, Career Education, Orange County
MILLER, Pam, Occupation Specialist Consultant, Department of Education

NIELSEN, Duane, (Conference Consultant), U. S. Office of Education
NOBLE, Thomas R., Coordinator, Career Education, Pinellas County

PANTHER, Edward E., Guidance Education, University of South Florida
PEAKE, Donald, Vocational-Technical Education, University of West Florida
POPE, James E., Adult and Vocational Education, University of South Florida
PFOST, Phillip, Acting Associate Dean, College of Education, University of South Florida
PURDON, Daniel M., Curriculum and Instruction, University of South Florida

RAEPPLE, Katherine, Division of Community Colleges, Department of Education
REDRERING, David L., Educational Psychology, University of West Florida
ROMIG, Larry, Assistant Director, Continuing Education, University of South Florida
ROSENBERGER, Donald, Elementary Supervisor for Career Education, Pinellas County
RIGGS, Carl, Academic Vice-President, University of South Florida
RUSSELL, Samuel E., Chairman, Industrial Education, University of North Florida

SCHMITT, Carlos, Vocational-Technical Education, Florida International University
SHELTON, Raymond O., Superintendent of Hillsborough County Schools
SMITH, James, Director, Career Education, Broward County
SMITH, Midge, Project Director, FAIS, University of Florida
SPINKS, Dan, Associate Dean, College of Agriculture, University of Florida
SULLIVAN, Zola, School of Education, Florida International University

TOOTHMAN, Rex C., Chairman, Adult and Vocational Education, University of South Florida

VANOVER, George W., Adult and Vocational Education, University of South Florida

WIESER, Billy, Adult and Vocational Education, University of South Florida
WILEY, Russell, Leadership, College of Education, University of South Florida
WRAY, Walter, Division of Vocational, Technical, and Adult Education, Department of Education

Example of Curriculum Committee Meeting

MINUTES OF MEETING

Name of Committee Curriculum (CAB)

Date of Meeting March 7, 1973

No. of Persons Attending 11 No. of Hours 3

Names of those attending:

Don Rosenberger Conducting
Marie Charles
Ruth Brown
Lottie Ellis
Anna M. Howry
John Lash
Norma Marsh
Frank R. Martin
Mary Noyes
Leonard Summers
LaVon Williams
George Cary

Brief Statement of Activities:

Group compiled results of Survey of Cluster/Occupation Activity Needs. Decision was made for the majority of the Committee to pursue the development of the transportation CAB. Other members are developing the Business and Office, Construction, and Manufacturing CABs. The committee divided into groups and began initial work on developing the CABs.

Example of Meeting: Inservice and Renewal Planning

MINUTES OF MEETING

Name of Committee Inservice Planning (USF & Pinellas CE Project)

Date of Meeting March 9, 1973

No. of Persons Attending 7 No. of Hours 2 1/4

Names of those attending:

Myrtle E. Hunt, Director
Don Rosenberger
Dorothy Snidow
Dr. Russ Wiley
Dr. Wade Burley
Dr. Don Jaeschke
Elizabeth Bolton

Brief Statement of Activities:

A proposed workshop was discussed, including the following points:

Course content
Possible dates
Resource persons and USF Instructional personnel
Location of class
Cost of course, types of credit to be given.

Philosophy, objectives, etc., were drafted. Elizabeth Bolton will serve as coordinator, and a follow-up meeting will be held on March 13, 1973.

Example of Meeting - Support Systems
and Placement

MINUTES OF MEETING

Name of Committee Placement Advisory Committee

Date of Meeting March 14, 1973

No. of Persons Attending 10 No. of Hours 35

Names of those attending:

Betty Agnew
Martha Brincklow
Walter Clark
Thomas Cowles
Frank Crook
Robert Crossett
Anna Ethington
Gordon Jackson
Crystal Coester
Thomas Noble

Brief Statement of Activities:

Reviewed placement programs from other projects specifically from Cleveland and Akron, Ohio, Pittsburg, Pa., Atlanta, Ga., and Baltimore, Md.

As per their assignments, each member of the committee turned in a placement philosophy. These were then read and combined into one philosophy for Pinellas County placement.

Reviewed Dade County Unit of Instruction on Placement.

Small group from Dunedin remained to work on unit of instruction for Pinellas County Placement.

Example of Meeting of Community Groups

MINUTES OF MEETING

Name of Committee Career Education Sub-Committee St. Petersburg Area Chamber of Commerce (Education)

Date of Meeting March 29, 1973

No. of Persons Attending 11 No. of Hours 2

Names of those attending:

Fred Cuykendall
Andy Padova
Ruth Brothers
David Walker
Myrtle Hunt
Dorothy Snidow
Tom Noble
Clarence Givens
Don Rosenberger
Marie Charles
Crystal Coester

Brief statement of activities:

The Career Education staff up-dated the Chamber of Commerce Career Education Sub-Committee by means of an overview of Career Education, a slide presentation showing Career Education in the pilot schools, and each staff member gave a brief statement of their particular function in the over all project. The staff answered questions directed to them by members of the sub-committee. The members were shown some of the commercial instruments available on career education.

ST. PETERSBURG
AREA
CHAMBER OF COMMERCE
P O BOX 1371. ST. PETERSBURG. FLORIDA 33731

The area business and industrial community has the opportunity to help make more meaningful and successful a new $280,000 federally-funded pilot program --- Career Education --- to be conducted in 10 Pinellas County public schools during the 1972-73 school year.

Mindful that this Program is primarily aimed at helping to remedy the fact that so many students are not being qualified for actual jobs, we have selected you and some 40 other business and industry representatives to lend a small, but important measure of your time to assist in the orientation this summer of 300 teachers who will be involved in this program.

Briefly, we need you for a single orientation session --- this coming Thurdsay, June 29, at 3:30 p. m. in the Chamber Grant Room --- and for participation in only one or two workshops for the teachers.

On behalf of our Chamber Education Committee and particularly the Vocational and Technical Education Sub-Committee, we want to emphasize that Pinellas is very fortunate to have landed this pilot program, for Florida's entire allocation has been granted to our County.

This is a comprehensive vocational educational program for career development in grades K through 14. Broadly stated, the goals are to (1) increase student self-awareness, (2) increase student awareness of occupational choices, (3) provide orientation to careers, (4) provide exploratory experience, and (5) develop skills necessary for job entry at appropriate levels.

As you can appreciate, it is vital that the teachers have accurate input of information from business and industry. That's why we need you. If you cannot attend the June 29th orientation at the Chamber, please be sure to send a representative from your firm. Many thanks.

Sincerely,

Fred C. Cuykendall, Chairman
Vo-Tech Sub-Committee
Chamber Education Committee

FCC:cc

ST. PETERSBURG
AREA
CHAMBER OF COMMERCE

ACTION REPORT*

MEETING OF RESOURCE PERSONS FROM BUSINESS AND INDUSTRY TO ASSIST IN NEW CAREER EDUCATION PROGRAM

Chamber Grant Room

DATE: Thursday, June 29, 1972
TIME: 3:30 P.M.

AGENDA

1.	OPEN - INTRODUCTIONS	Fred C. Cuykendall, President, Oravisual Co. Chairman, Vo-Tech Sub- Committee Chamber Education Committee
2.	WHAT IS THIS PROGRAM - CAREER EDUCATION?	Mrs. Myrtle Hunt, Director
3.	THE ORIENTATION OF 300 TEACHERS AND HOW BUSINESS AND INDUSTRY CAN HELP.	Clarence Givens, Coordinator of Guidance
4.	SCHEDULING OF BUSINESS & INDUSTRY PEOPLE FOR WORKSHOPS.	
5.	ADJOURN	

Example of Meeting - Scheduling, Efficiency Management, & Costs

MINUTES OF MEETING

Name of Committee Cost Benefit Indicators Committee

Date of Meeting May 1, 1973

No. of Persons Attending 6 No. of Hours 1 1/2

Names of those attending:

Myrtle E. Hunt, Chairman
Marie Charles, Coordinator
Ruth Dikman, Secretary
Crystal Coester
Dorothy Snidow
Dr. Tom Justiz

Mrs. Myrtle Hunt, Chairman, opened the meeting by emphasizing the need for a strongly coordinated Cost Benefit Indicators Committee. It was agreed that the following persons would be formally invited to participate as additional members:

Nat Clark, Director of Federal Projects
Wayne Gross, Assistant Purchasing Agent
Louis McCoy, Principal
Clarence Givens, Coordinator of Guidance, Career Education
Don Rosenberger, Supervisor of Elementary Career Education
Doug Tarrant, Accounting
May Howry, Teacher
Doris Edwards, Occupational Specialist

Marie Charles, Coordinator, will contact these new members and arrange a meeting convenient to the majority.

A Cost Benefit Indicators Worksheet form for compiling data, designed by Dr. Tom Justiz, was explained and accepted for use by the members. Each member will be assigned a section on which to compile information, according to individual interests.

Example of Meeting - State and National
Representatives

MINUTES OF MEETING

Name of Committee Conference with Senator D. Robert Graham

Date of Meeting November 16, 1973

No. of Persons Attending 12 No. of Hours 3 1/2

Names of those attending:

(See Attached List)

Brief Statement of Activities:

(See Attached)

Conference with Senator D. Robert Graham
11/16/72

Those present at conference:

Mrs. Myrtle E. Hunt, Director
Mr. Jack Shumate, Executive Assistant Superintednent, VTAE
Mr. Thomas Gregory (Chairman, Education Committee, St. Petersburg Area Chamber of Commerce)
Senator Graham
Ray Parker, Manager VTAE
Clarence C. Givens, Coordinator of Guidance
Marie Charles, Vocational Teacher Consultant
Don Rosenberger, Supervisor Elementary Career Education
Thomas Noble, Coordinator of Placement
Crystal Coester, Occupational Specialist
Dorothy Snidow, Supervisor, Curriculum and Instruction
William Mann, Dean of Student Affairs (P. V. T. I.)

Proceedings:

Explanation of the Career Education Project: Mr. Gregory (discussing the Chamber of Commerce's role) and Mrs. Hunt (presenting an overview of the project).

Slide presentation: Clarence Givens. (Guidance at the elementary level)

Placement and Follow-Up: William Mann discussing P. V. T. I. procedures; Ray Parker discussing information system serving area centers, and junior colleges. Also future service to be rendered.

Role of the Occupational Specialists: Mr. Shumate, Mrs. Hunt, Don Rosenberger.

Future needs of the program: (Mrs. Hunt) Funds for retraining of teachers; changes in certification laws (e.g., business education people in elementary schools); need for vocational guidance counselors; the need to tap other than vocational educational funds as has been done in the past.

Career Education

Visitation of Senator D. Robert Graham

November 16, 1972

Personnel:	Mrs. Myrtle E. Hunt, Director Dorothy Snidow, Supervisor Curriculum and Instruction Marie Charles, Vocational Teacher Consultant Don Rosenberger, Supervisor Elementary Career Education Thomas Noble, Coordinator of Placement Crystal Coester, Occupational Specialist
INTRODUCTION & OVERVIEW:	Mrs. Mrytle E. Hunt, Director
GUIDANCE:	Clarence C. Givens, Coordinator of Guidance
ELEMENTARY CURRICULUM:	Don Rosenberger, Supervisor Elementary Career Education
PLACEMENT:	Ray Parker, Manager Vocational-Technical Adult Education William Mann, Dean of Student Affairs
CAREER EDUCATION ADVISORY COMMITTEE MEMBERS:	George Tornwall - President, St. Petersburg Area Chamber of Commerce Partner, Tornwall, Lang & Lee CPA's Thomas Gregory - Chairman, Education Committee St. Petersburg Area Chamber of Commerce Partner, Tornwall, Lang & Lee Don Carr - Chairman, Beautification Committee St. Petersburg Area Chamber of Commerce Vice President, First Federal Savings & Loan Association

Example of Meeting: Local, State or National Groups

CAREER EDUCATION CURRICULUM LABORATORY
ADVISORY COUNCIL MEETING

Date: January 23, 1973

Time: 10:00 a.m.

Place: Barnett Bank Building (4th Floor Conference Room)
315 South Calhoun Street

Present:
Dr. James C. Edmundson, Jr.
Dr. George Aker
Dr. Roger W. Haskell
Dr. Joyce Chick
Dr. Anna Ochoa
Dr. L. V. Rassmussen
Dr. W. Hugh Hinely
Dr. James Wall
Mrs. Myrtle Hunt
Dr. James E. Smith
Mr. Rex Toothman
Mrs. Midge Smith
Mrs. Blanche S. McMullen
Dr. Herman A. Heise
Mrs. Theo Smith
Dr. Thomas Jackson
Dr. Duane M. Nielsen
Mr. Joesph Barkley
Mrs. Elizabeth Hannum

AGENDA

I. The meeting was opened by Dr. Edmundson who welcomed all the Council members, guest, and staff. He then announced the 12:00 noon luncheon at The Inn Below. Round-the-table introductions were then requested and performed. Dr. Edmundson then called upon Dr. Duane Nielsen for a short presentation. Dr. Nielsen pointed out that career education at the current time is a most charismatic and productive assemblage of ideas and that the Laboratory has an opportunity to be effective in changing both ideas and people. He emphasized the following points as being worthy of serious consideration: communication, avoiding duplication and yet gain of important input from other states, and the collecting, classifying, describing, and cataloging of materials.

II. Dr. Edmundson thanked Dr. Nielsen for this presentation and turned the meeting over to Mrs. Myrtle Hunt, Temporary Chairman.

Mrs. Hunt agreed with Dr. Nielsen that it will take the cooperative efforts of the total educational scene in Florida to successfully accomplish the goals set for the Laboratory. She stated that Dr. Edmundson sees the Laboratory as a catalyst for changing the educational scene in Florida.

Mrs. Hunt then briefly defined the broad functions of the Advisory Council:

(1) review Laboratory progress
(2) suggest new directions for the Laboratory
(3) assist in establishing contact with appropriate organizations and individuals
(4) advise the Director on Laboratory policy.

III. Dr. Edmundson presented his view of the Laboratory's role as a change agent:

(1) Building Relationships - Florida State University faculty, other university faculty, governmental agencies, industry, the community, the Florida Department of Education, and the public school systems must be considered as part of a communication network within which the Laboratory will establish and maintain effective relationships. This will be a deliberate involvement.
(2) Diagnosing - Much work needs to be done to assess and determine the status of career education efforts now existing in Florida and determine those resources, both human and material, necessary for its success.
(3) Acquiring Relevant Resources - Total involvement of all groups both within and outside education is needed. Material resources are especially needed to support instructional efforts in career education. Marshaling state-wide human resources into a cooperative and innovative team along with Laboratory staff is a very important role. Resources from outside Florida should be made available to career education programs.

(4) Planning for Action - Comprehensive planning of approaches to career education for the State of Florida is vital. The Laboratory will be assisting and working cooperatively with many state and local groups in formulating a systematic approach to career education planning and implementation for K-Adult learners.

(5) Implementing Plans - Developing strategies for carrying out well laid plans are very important. The Laboratory will, within staff capabilities, assist state and local programs by offering consulting and technical services when needed. The Laboratory staff will also assume an increasingly expanding role in the development of instructional materials to be used in career education programs. In-service workshops may become a very important role.

(6) Maintaining and Expanding Effort - Staff and resources will be sought by the Laboratory to keep abreast of the expansion of career education programs across the state and nationa. Research efforts to determine the feasibility of new approaches to career education materials development. Flexibility is allowed the Laboratory to seek additional affiliations and funding sources in support of new and expanding career education roles.

Dr. Edmundson discussed specific tasks to be accomplished by the Laboratory in Phase I and Phase II.

Phase I

Items Completed:

1. Organizing the Laboratory	
a. Planning Committee Appointment	complete
b. Advisory Council Appointment	complete
4. Development of A Career Education Curriculum Library	
a. Design Plan for Receiving and Disseminating Materials	complete (in trial stage; will have further revision)
b. Provide Space for Material Storage	complete
5. Prototype Instructional Materials Development	
a. Determine Materials Area of Printing (contracts have been let for printing an Employability Skills manual)	complete (special funds from Florida Department of Education - not from Laboratory budget)

IV. Mrs. Hunt stated that she agreed with Dr. Edmundson's philosophy of unification of efforts, systematic approach, and seeking funding from additional sources. She then opened the meeting for general discussion.

V. Discussion

Dr. Edmundson began this discussion by stating that the Laboratory should be viewed as a program of Florida State University which now receives major support from the Florida Department of Education, but which has the capability of seeking other support.

Mr. Toothman raised the question of when the position papers of the Task Force will be available.

Dr. Edmundson replied we are expecting to receive them at any time. He mentioned that the Laboratory has been advised to delay formulation of statewide goals and objectives for career education until these have been made available. Mr. Cecil Golden is the Chairman of the Task Force.

Dr. Rassmussen asked Dr. Edmundson how he viewed the function of the Advisory Council in comparison with the Planning Committee.

Dr. Edmundson responded that the Planning Committee is responsible for the review of the day by day operation of the Laboratory and that the Advisory Council is responsible for providing the Laboratory with very broad directions. Broad policy statements may be one example.

Dr. Edmundson asked for Dr. Wall's reactions.

Dr. Wall posed the question of whether the Career Education Curriculum Laboratory was more of a coordinative than mechanical role. Dr. Edmundson responded that it is a coordinative role. Dr. Wall asked what are the direct relationships between the Laboratory and other existing career education projects as well as the local education associations. Other questions he posed related to this question were: (1) does the Laboratory prepare materials and diffuse them, or is this a joint effort of all concerned; (2) are the decisions on points of emphasis and format made only by the Laboratory or is this a joint decision by all concerned.

Dr. Edmundson responded that the projects are under Dr. Eaddy's jurisdiction. He stated that at this point in time the relationships are indirect. There is no direct relationship with a specific corresponding Career Education Curriculum Laboratory role. This point has been under discussion. Dr. Edmundson stated that the way we see our role at present is that if a project needs help in the development of curriculum the Laboratory provides staff and consultants to work with a county team. The project could also call upon the Laboratory to develop the curriculum in-house.

Dr. Chick brought out the fact that we have a tremendous resource in the highly qualified people on campus.

Dr. Wall questioned whether the Laboratory had done any external contractual work. Dr. Edmundson said it had not, although contacts are being made for such work.

Dr. Aker raised the question of the role of the Laboratory - perhaps the mechanical role of production does not belong within the Laboratory.

Mrs. Midge Smith questioned the final results desired of the Laboratory.

Dr. Edmundson replied that there are three:

(1) have a completely designed communication coordination network
(2) have a very up-to-date resource library with a system of delivery of materials into the hands of teachers in the field
(3) have staff capability to develop and disseminate materials to projects.

Dr. James Smith stressed the following needs: LEA people to be involved at all decision-making levels (ideas, prototypes, etc.); formulation of goals and objectives; systems approach and model system approach - open up communication lines; need for in-service help and materials.

Dr. Aker discussed process. He stressed the need for a model for teachers.

Dr. Nielsen stressed the need for helping teachers use the materials already available. He mentioned the project WAC UP in Glendale, Arizona.

Dr. Chick stressed the need for heavy involvement from the field in: formulation of goals and objectives in a sound, logical, progressive manner; assessment of needs in the state; funding under compatible sources; mobile career education unit; in-service training component.

Dr. Hinely stressed the anxiety of workers for material and their unwillingness to wait for validation by field testing. He stressed the need for workshops to help teachers effectively use materials.

Dr. Rassmussen brought out that we will have to wait to find out what the national and state goals are before we decide definitely upon Laboratory goals and objectives.

Dr. Nielsen pointed out that we should be sure we do not develop goals and objectives in conflict with Legislative decisions.

Mrs. Hunt pointed up the need for the Advisory Council members to help think of ways they can aid the Laboratory in establishing contact with appropriate organizations and individuals to gain input from outside of education.

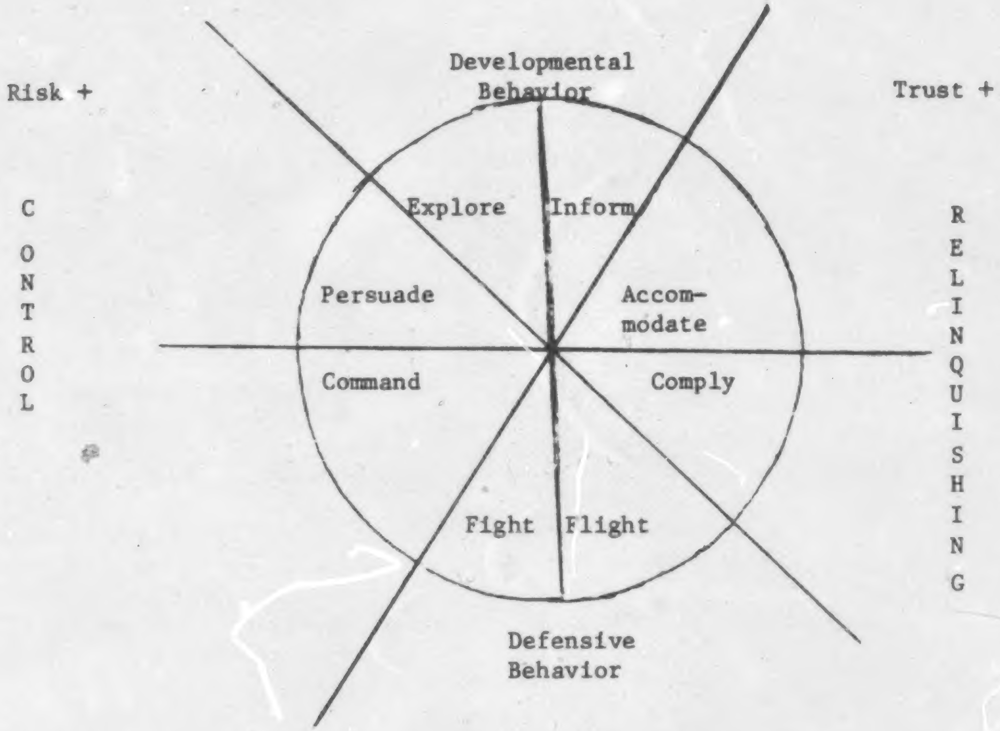
Dr. Chick suggested a retreat for council members in order that they might delve more deeply into their responsibilities as a council. This was received with approval by the majority of members.

It was agreed that Dr. Edmundson will make the decision as to frequency of meetings.

The type of reporting desired by the Council is left to the discretion of Dr. Edmundson.

Dr. Jackson brought out the need for business community representation on the Council. Dr. Edmundson agreed with him. Dr. Edmundson also stated he would like to have community representation on the Council.

At Dr. Chick's request Dr. Nielsen presented the following communication model:


Developmental Behavior
Risk +
Trust +
CONTROL
RELINQUISHING
Explore
Inform
Persuade
Accommodate
Command
Comply
Fight
Flight
Defensive Behavior

VI. Mrs. Hunt was unanimously asked to serve as permanent Chairman of the Council.

VII. Meeting adjourned at 12:00 noon.

Dr. James C. Edmundson, Jr.
Director

CALENDAR OF CRITICAL INCIDENTS

1972

January:

19-21	Regional Commissioner's Conference, "Career Education and the Environment," Atlanta

February:

7	Meeting with Louis McCoy, Lakeview Elementary Principal (Pilot School)
8	Meeting with Frank Martin, Palmetto Elementary Principal (Pilot School)
10	Meeting with staff of Eisenhower Elementary (Pilot School)
14	Conference: Federal Programs and Federal Agencies, Branscomb Auditorium, Florida Southern College, Lakeland
15-16	Conference, Directors of Exemplary Programs (re School Accreditation, Performance-based Standards for Accrediting Schools, Tallahassee, Florida)
18	Meeting with John Hopkins, 16th Street Junior High School Principal (Pilot School)
28	Meeting, Clearwater Comprehensive Junior High School (Pilot School)

March:

13	Presentation at Career Education Guidance Workshop
17	Meeting with Dr. Wade Burley, University of South Florida, on site
21	Meeting with Dr. Paul Dickson on Summer Workshops for Career Education
30	Presentation (film) at Pinellas Vocational Technical Institute (Pilot School)

1972

April:

3-7	Accreditation Program, Commission on Occupation Education Institutions, Nashville, Tennessee
3	New Career Education Staff Reported In: Orientation, preview of films, guidance discussion, etc.
4	Presentation (film) on Career Education, Campbell Park Elementary, morning: **Lakeview** Elementary, afternoon
5	Presentation (film) on Career Education, Palmetto Elementary, morning: Eisenhower Elementary, afternoon
6	Presentation (film) on Career Education: 16th Street Junior High School
11	Presentation (film) on Career Education: Dunedin Junior High School
12	Presentation of Career Education Resolution to Pinellas County School Board, Myrtle E. Hunt, Director of Career Education
12-14	Visit to Career Development Project, Lindsay Hopkins, Dade County, Florida
18	Meeting with Dr. Kenneth M. Eaddy, Bureau Chief, Bureau of Vocational Research and Evaluation, in Jacksonville, Florida
19	Meeting between Mrs. Hunt and Mr. Elmo Burns at Pinellas Vocational Technical Institute, regarding Career Education at this Pilot School
21	Dr. Kenneth M. Eaddy on site
24	Career Education Meeting to introduce Career Education to Pinellas County. Career Education staff, principals of pilot schools, school staffs. Selection of Advisory Committees, Largo Junior High School
23-25	PIO, Human Relations Workshop; Dr. Howard Lamb, National Training Laboratories, Washington, D. C. held in Tampa, Florida

1972

April:

24	Elementary Advisory Committee meeting, on site. Guidance Advisory Committee meeting, on site
25	Mrs. Hunt speaking at 16th Street Junior High School Tom Noble speaking at Dunedin Senior High School
26	Dr. John Crittenden, Mr. Fred Jefferson, Jim Edmundson, Shields Moore, on site
27-28	Gregg/McGraw-Hill Career Education Conference, Miami, Florida
28	Trip to FAIS at P. K. Yonge Laboratory, University of Florida, Gainesville

May:

3	Elementary Advisory Committee Meeting, Largo Junior High School Guidance Advisory Committee Meeting, Pinellas Vocational-Technical Institute
5	FAIS visit at P. K. Yonge Laboratory, Gainesville, (University of Florida)
8	Completion of initial visits to all pilot schools
8	Presentation and visit at Palm Harbor Elementary School
9	Meeting with staff at Pinellas Vocational-Technical Institute, morning; Meeting with staff at Gibbs High School, afternoon
10	Conference, St. Petersburg Junior College, St. Petersburg Campus, on Publicity
10	Elementary Advisory Committee Meeting; Guidance Advisory Committee Meeting
11-12	Conference on Career Education by Educational Testing Service of Princeton, New Jersey, in Washington, D. C.
16-18	Meetings with Dr. Kenneth M. Eaddy, Bureau Chief, Bureau of Vocational Research and Evaluation at Jack Tar Harrison Hotel, Clearwater, Florida

1972

May:

16	Speech at Pasadena Community Church to Pinellas Association for Special Learning Disabilities
17	Elementary Advisory Committee Meeting; Guidance Advisory Committee Meeting
18	Meeting with Chamber of Commerce Educational Committee of St. Petersburg, Florida, on Career Education
19	Dr. Janie Jones, Evaluator of Southern Association, on site
23-24	Personal Development Curriculum Meeting, Stanton Career Education Center, Jacksonville, Florida
	Meeting for Local Directors in Vocational/Career Education Panel, Tallahassee, Florida
24	Guidance Advisory Committee Meeting
25	Speech at USF, Bay Campus Class
26	Meeting with Mr. Bob Burke, Principal of Eisenhower Elementary, regarding FAIS
30-31	Meeting, Commissioner's Conference on Career Education, Tallahassee, Florida.
31	Guidance Advisory Committee Meeting

June:

1	Christian Business Committee Breakfast, Fort Harrison Hotel, Clearwater
1-2	University of South Florida Center for Continuing Education on Career Education for Adults, Meeting at International Inn, Tampa
1-31	Guidance Advisory Committee worked at home, 42 hours
7	Elementary Advisory Committee Meeting
8	Mr. John Geil, LOOM Project, on site

June:

16	Brainstorming session, "University Proposal for Career Education", at University of South Florida, Tampa
29	Presentation before St. Petersburg Chamber of Commerce

July:

7	Meeting at St. Petersburg Chamber of Commerce
10	Meeting of Directors of State-Supported Exemplary Projects and Career Education Programs, Hollywood, Florida
10	Mary Allen, of American Vocational Association, Washington, D. C., on site
12	Dr. Joyce Chick, University of South Florida, on site
12-13	Drive-In Conference on Career Education at University of Florida, Gainesville
17	Midge Smith, of FAIS, on site for workshop; John Geil, of LOOM, on site for workshop
18-21	FAIS Workshop, St. Petersburg, Florida
19	John W. Daniels, Orange County Education System, on site
24	Dr. Janie Jones, Evaluator from Southern Association, on site
July 30- August 5	Nova University 1972 National Institute, "Education USA - 72" - Fort Lauderdale, Florida

August:

2	Presentation at University of South Florida Bay Campus
4	Dr. Kenneth M. Eaddy on site
6-11	Florida Vocational Technical and Adult Education Conference, Miami, Florida
22	Meeting with Dr. Eaddy on Evaluation, Tallahassee
31	Meeting with Dr. Eaddy, Tallahassee

1972

September:

7	National Businessmen's Meeting (Mr. Shields Moore) at Holiday Inn, St. Petersburg
12	Conference with Midge Smith, of FAIS, at University of Florida, Gainesville
10-13	Evaluation Conference on Career Education (Dr. Bob Morgan and Dr. Ronald Shearon), North Carolina State University, Raleigh, North Carolina
18-20	Visit to Skyline Center, Dallas, Texas, Independent School District, to study Building Facilities in relation to Career Education at the Secondary and Post-Secondary level
22	Dr.Kenneth M. Eaddy on site; subject: Procedures for Implementation of Project
26	Conference for Personnel Managers - Suncoast Chapter American Society for Public Administration
28	FAIS Workshop, Eisenhower Elementary
29	Speech at Riviera Junior High School; subject, Career Education

October:

3	Conference of Occupational Specialists, on site
4	Meeting at Pinellas Vocational Technical Institute with Mr. Petsch, School of Culinary Arts
8-10	Workshop conducted by Mrs. Myrtle E. Hunt for Monroe County School staff, Key West, Florida
11	Meeting on Career Education, Citrus County, Inverness, Florida
12	Meeting with Ruth Brothers for Executive Secretary's Group, St. Petersburg, Florida
13	Dr. Kenneth M. Eaddy and Dr. Joe Clarey on site
23-27	Institute for Curriculum on Personnel Development, Denver, Colorado

1972

October:

29	Florida Supervisor's Convention, Hollywood, Florida

November:

2	Discussion on Career Education, Seminole Junior High
7	Meeting with Chamber of Commerce, Dunedin, Florida
9-13	Planning Meeting for new City Center Area Center
10	Planning meeting for Youth Flair
13	Speech before Media Specialists, Seminole Junior High
13	Campbell Park Elementary School PTA Meeting
15	Senator Robert Graham on site
16-18	Personnel and Guidance Association Workshop, Tampa
20	Conference with Dr. Betty Simpson, U. S. Office of Education, Washington, D. C.
20-21	Monthly Director's Meeting, Exemplary and Career Education Projects, Tallahassee, Florida
29	Meeting of Women Voter's League, St. Petersburg
Nov. 29-Dec. 6	American Vocational Association Convention, Chicago
28	Visits to Lakeview and Campbell Park Elementary Schools (Dr. Tom Justiz and Don Rosenberger)
28	Meeting of Business and Professional Women's Club, Lois Beachum speaking

December:

10-11	Dr. Bernie Moore, Evaluator of Southern Association, on site with Dr. James Edmundson
12	Dr. Bernie Moore and Dr. Tom Justiz on site

1972

December:

13-14	Dr. Tom Justiz on site with staff of Career Education Project
20	Dr. Tom Justiz on site with staff
20	Group Conference on Career Education, Azalea Junior High
17-20	Coordinating Conference, Directors of Career Education, Airlie House, Warrenton, Virginia.

1973

January:

16	Program for Curriculum Coordinators, Exemplary and Career Education Projects, Cocoa High School, Cocoa, Florida
17	Speech on Career Education, Clearwater High School Evaluation Advisory Committee Meeting Guidance Advisory Committee Meeting
19	Trip to Hillsborough Aviation Authority to gather information for Career Education Project and School Field Trips
21	Meeting of Advisory Committee for the Career Education Curriculum Laboratory of Florida State University
22	Dr. Kenneth M. Eaddy, Dr. Roy Giehls and Dr. Ellen Amatea (FSU) on site
24-25	Evlauation Conference with Dr. Tom Justiz, on site
26	Presentation at Science Center, St. Petersburg
27	John J. Geil, LOOM Project, on site
29-30	Dr. Allen B. Moore, SACS Evaluation, on site
30	Implementation of Career Education associate school programs (14 schools and ESEA) Units from Summer Workshops to printer Submission of Evaluation Guidelines to USOE for Career Education Project

1973

February:

1-3	Meeting of Directors of Exemplary and Career Education Projects, Tallahassee, Florida
6-14	Dr. Tom Justiz, Internal Evaluator, on site
7	Guidance Advisory Committee Meeting
11-14	Conference on Career Education for Exceptional Children and Youth, Council for Exceptional Children and the American Vocational Association, New Orleans, Louisiana
12	Presentation at Lealman Junior High School
15	Luncheon Meeting of Restaurant Association(Mr. Frazier) - Presentation of Career Academic Affairs at University of South Florida
16	Discussion on Inservice Materials, University of South Florida
19-20	Presentation of Pinellas County Career Education Project, for Collier County staff, Maples, Florida
20	Meeting at Largo Chamber of Commerce J. C. Penney Spring Educational Program, Tampa
21	Visit of Mr. Sandifer and Associate from Monroe County Schools, Key West, Florida Speech to University of South Florida class at PVTI
23	Dr. John Crittenden on site for Unit Model discussion
26	Meeting with Dr. Wade Burley and Dr. Ed Panther regarding cooperative arrangements for In-Service Summer Workshops at University of South Florida Visit to Plant City High School to examine plant facilities
27-29	Charrette on new Area Center; held at offices of Florida Power Corporation, St. Petersburg. Resumed at City Center
26-27	Meeting of Local Directors of Vocational Education, Lively Vocational School, Tallahassee
28	Implementation of Career Education Monthly Newsletter

1973

March:

1 Appointment of Advisory Committee for Placement and Follow-up Component
Organization of COST (Counselor-Occupational Specialist-Teacher) and CAB (Career Activity Book) Instructional Systems

1-2 Conference, "Role of Teacher Educators in Career Education," University of South Florida

1-3 Spring Conference, American Vocational Association, St. Louis, Missouri

5-6 Dr. James Edmundson on site with photographer from State Curriculum Laboratory, photographing in pilot schools of Pinellas County

7 Conducting of workshop for administrators and supervisors of Pasco County School System, East Zephyrhills, Florida

8 Ms. Sarah Nelms, Eastern Airlines Representative from Miami, Florida, on site to discuss cooperation of her firm with the Career Education Project Staff

9 Meeting with Dr. Jaeschke, Dr. Wiley and Elizabeth Bolton, University of South Florida, to explore possibility of cooperative arrangements with the Inservice Workshops during the summer of 1973
Pauline Brady, of Madison Junior High School, Tampa, on site with Clarence Givens
Dr. John Crittenden on site with Dorothy Snidow and Don Rosenberger

12 Visit to All Children's Hospital

13 State Area III and IV Supervisor's meeting
Presentation at St. Petersburg Junior College
Presentation at Bay Campus of University of South Florida (Dr. Ed Panther)

14 Tour of optical companies with Committee of 100 (Occupational Specialists)
Visit to Industrial Mart and Cobb County Career Education Project, Atlanta, Georgia

1973

March:

15	Presentation at Lealman Junior High School
16	Workshop on COST (Counselor-Occupational Specialist-Teacher) Teams, Orlando, Florida (Orange County Schools)
20	Bardmoor Elementary School open house Conference on High School Articulation, St. Petersburg Junior College
21	Guidance Tour for Bryan Gray, U. S. Office of Education, Washington, D. C. - Pinellas County Schools (pilot schools) Placement Advisory Committee Meeting
23	Dr. Tom Justiz, Internal Evaluator, on site
26	Dr. Tom Justiz, Internal Evaluator and Dr. Bernie Moore, SACS Evaluator, on site Placement and Follow-Up Meeting for State Coordinators, Cocoa, Florida
27	Dr. Justiz and Dr. Moore on site Slide Demonstration on Career Education, Palmetto Elementary School Conference on University of South Florida/Career Education Workshop, Pinellas Vocational Technical Institute
28	South Florida Planning Council Meeting with Mr. Rex Toothman, University of South Florida
29	Meeting of Hotel Restaurant Association, Princess Martha Hotel, St. Petersburg

April:

2-4	Conferences with Dr. James Edmundson and Mr. Joe Mills, Tallahassee, Florida
4	Occupational Specialist In-Service Meeting, Florida Power Corporation, St. Petersburg
6	Dunedin High School Senior Survey on Job Needs, Dunedin Florida

1973

April:

6-8	Florida Home Economics Association Annual Conference, Jacksonville
11	LOOM Workshop with Mr. Ken True, City Center for Learning, St. Petersburg Placement Advisory Committee Meeting
12	Dr. Tom Justiz on site Guidance Advisory Committee Meeting Placement and Follow-Up Advisory Committee Meeting Girl Scout Career Program, Palm Lake Christian Church St. Petersburg
13	U. S. Office of Education representatives, Ellen Lyles and Carolyn Wagnon on site with Dr. Eaddy
16	Dr. Leon Greabell, University ofSouth Florida consultant, on site
23	Jerry Kidd, State Curriculum Laboratory, on site
24	Dr. Wade Burley, Consultant, on site from University of South Florida
24-25	Legislative Session, Tallahassee, Florida
24	State Placement Conference, Orlando, Florida In-Service Committee Meeting for Occupational Specialists
25	Placement Advisory Committee Meeting Dr. Tom Justiz, Internal Evaluator, on site
26	Conference on Summer Workshop, University of South Florida,with Dr. Don Jaeschke
27-29	Basic Values Clarification Workshop, Ft. Lauderdale, Fla.
30	State Directors' Meeting, Jacksonville Jerry Kidd, State Curriculum Laboratory, on site

1973

May:

1	Meeting of Career Education Staff on parent and community involvement Cost Benefit Indicators Committee Meeting
4-7	Participation as SACS Team Consultant, Athens Area Vocational Schools
7-8	Pilot Testing of Evaluation Instruments
10	Clearance of Instruments by Central Administration, Pinellas County Schools
14-16	External Evaluation Site Team Visit
15	Mailing of Information and Applications for Summer Workshops (Revised Letter)
17	Staff Meeting, Clearwater High School, on salaries
19	Guidance consulting session for Dr. Ellen Amatea, Florida State University, on site
23-25	Three Career Education staff members, with Pinellas County Executive Assistant Superintendent for VTAE, to investigate Akron's placement and follow-system, Akron, Ohio Presentation at APGA Conference, Atlanta, Georgia
25	Completion of Product Evaluation
29	Presentation to State Area Committees III and Iv, Orlando, Florida
31	Collection of Career Education Equipment from Pilot Schools for Summer Storage

SYNOPSIS OF VISITS TO S[illegible] BY KEY PERSONNEL

Mary Allen
Representative from American Vocational Association, Washington

7/10/72 On site for Guidance Workshop

Dr. Ellen Amatea
Co-Director, Elementary Guidance and Career Education Project, Florida State University, Tallahassee

5/19/73 Guidance Session conducted by Clarence Givens, Coordinator of Guidance, Pinellas Career Education Project.

Pauline Brady
Guidance Department, Madison Junior High School, Tampa, Florida

3/9/73 Discussion with Clarence Givens prior to instituting a Career Education Program at Madison Junior High School

Dr. Wade Burley
Educational Psychology, University of South Florida, Tampa

4/24/73 Acting as consultant on evaluation instruments (elementary level)

Dr. Joyce Chick
Department of Counseling, University of South Florida, Tampa

7/12/72 On site during Guidance Workshop (consultant on Career Development Theory).

Dr. John Crittenden
State Coordinator for Curriculum Development

4/26/72 (With Fred Jefferson, Educational Development Laboratory; and Shields Moore, National Alliance of Businessmen Youth Direetor), to discuss development of curriculum units for Career Education.

John W. Daniels
Consultant from Orange County School System

7/19/72	On site for Guidance Workshop

Dr. Kenneth M. Eaddy
Bureau Chief, Bureau of Vocational Research and Evaluation Department of Education, Tallahassee

4/21/72	Viewed pilot schools and discussed Pinellas County Career Education Project with Mrs. Myrtle E. Hunt, Director.
8/4/72	Discussed implementation of Career Education Project in Pinellas County
9/22/72	Discussed procedures for implementing project
10/13/72	(With Dr. Joseph Cleary, Bureau of Vocational Research and Evaluation), to discuss Pinellas Project with Mrs. Myrtle E. Hunt, Director
4/13/73	(With U. S. Office of Education representatives, Ellen Lyles and Carolyn Wagnon) to view pilot schools and discuss project with Pinellas County Career Education Staff

James Edmundson
Director, State Career Education Curriculum Laboratory, Florida State University, Tallahassee

3/5-6/73	(With Jerry Kidd, Photographer) to prepare slides of Pinellas Career Education Pilot Schools
4/23	Jerry Kidd, to present curriculum laboratory slides
4/30	Jerry Kidd, to present revised slide presentation

Florida League of Women Voters
St. Petersburg Chapter

11/29/72	On site for sound-on-slide presentation showing pilot school activities, and for discussion of the Pinellas Career Education Project.

John Geil
Project Director of LOOM (Learner-Oriented Occupation Materials),
Florida State University, Tallahassee, Florida

6/8/72	To arrange for LOOM Workshop in Pinellas County
7/17/72	To conduct LOOM Workshop
1/27/73	To conduct LOOM Workshop

Senator Robert Graham
Florida Legislator

11/15/72	On site for discussion with Career Education Staff and presentation (sound-on-slide) showing pilot school activities

Dr. Leon Greabell
Assistant Professor of Education, University of Florida

4/16/72	Acting as consultant on evaluation instruments (eight Career Education elements)

Midge Smith
Director, FAIS, (Fusion of Applied and Intellectual Skills) Project,
University of Florida, Gainesville

7/17-21/72	Conducting FAIS Workshop for staff of Pinellas County Career Education Pilot Schools

COSTS

Cost breakdowns by major project activity are being prepared. An analysis of component costs will be conducted and reported after the books are closed on the project in the County Office.

A Cost Committee has been formed to consider and revise a list of benefit indicators, based on the 29 expected outcomes of the project, in order to make a detailed cost analysis possible. The tentative cost benefit indicator form is shown on the following pages.

Actual expenditures are being used to figure component costs, but additional criteria are needed in order to get a clear picture of benefits as well as costs. Possible formulas which the Cost Committee might consider include the following:

> Benefit-Cost Ratio: The program's costs divided into its discounted future benefits.
>
> Net Present Value (NPV): The benefits conferred by the program, minus the costs. (If the benefits exceed costs, the program is efficient.)

BENEFIT INDICATORS - COST DATA

	Number	Number of District Personnel Involved	Number of Estimated Man Hours	Total Cost or Additional Value to Program
CONTENT 1. Number of teaching units classified by occupational cluster				
2. Number of teaching units, other than those classified by occupational cluster, which deliver one or more career education element				
3. Number of teaching units which have been validated for content, instructional objectives, and corresponding test items				
4. Number of teaching units which have been checked for downward and upward articulation and related to State Accreditation Standards				
5. Number of resources unrelated to any particular teaching unit, but which are categorized				
STAFFING 1. Number of counselors who have committed themselves to changing their role toward helping teachers improve their guidance skills				
2. Number of counselors who are working with students in group guidance situations				
3. Number of counselors who are working with teachers in instructional situations				
4. Number of teachers who have committed themselves to using the services of counselors and occupational specialists				
5. Number of Administrators who have committed themselves in supporting the new roles of the counselor and occupational specialist and toward bringing about an active working relationship between teachers, counselors and occupational specialists.				

BENEFIT INDICATORS - COST DATA

	Number	Number of District Personnel Involved	Number of Estimated Man Hours	Total Cost or Additional Value to Program
6. Parent visitations as role models representing career clusters				
7. Number of visitations by Industry Representatives who are working with teachers and students				
COMMITTEE MEETINGS				
1. Number of committee meetings since the beginning of the project in the area of curriculum				
2. Number of committee meetings since the beginning of the project in the area of Cost-Instructional team work				
3. Number of committee meetings since the beginning of the project in the area of scheduling and efficiency Management				
4. Number of committee meetings since the beginning of the project in the area of Community Involvement				
5. Number of committee meetings since the beginning of the project in the area of Support Systems leading to better student decision making.				
6. Number of committee meetings since the beginning of the project in the area of Placement				
7. Number of committee meetings since the beginning of the project in the area of Legal - Policy - Regulations				
8. Number of committee meetings since the beginning of the project in the area of Funding				
COMMUNITY INVOLVEMENT				
1. Number of meetings with community representatives				

BENEFIT INDICATORS - COST DATA

	Number	Number of District Personnel Involved	Number of Estimated Man Hours	Total Cost or Additional Value to Program
Community Involvement 2. Number of meetings with Parent-Community groups				
3. Number of meetings with Industry Representatives				
4. Number of meetings with Career Fairs, etc.				
5. Number of meetings with State or National Agency Personnel, Local, State or National				
6. Number of meetings - Conferences				
SCHEDULING AND EFFICIENCY MANAGEMENT 1. Number of expanded school days/year in Career Education				
2. Number of expanded school weeks/year in Career Education				
3. Number of expanded school months/year in Career Education				
4. Number of double sessions/year in Career Education				
5. Number of classes structured according to block-time (more than the 40 minute period) in Career Education				
6. Number of classes utilizing some form of modular scheduling (units of time after which student may begin a new project) in Career Education				
7. Number of special career education facilities				

BENEFIT INDICATORS - COST DATA

/	Number	Number of District Personnel Involved	Number of Estimated Man Hours	Total Cost or Additional Value to Program
Scheduling and Efficiency Management				
8. Number of career education staff assignments				
9. Number of student assignments involving a group of 25 students				
10. Number of vehicles assigned regularly for Career Education field trips				
11. Number of New Staff Groups (COST Teams) which have developed from the Career Education program				
12. Number of credits received by students for completion of performance objectives				
13. Number of industry visits				
INSERVICE				
1. Number of parents exhibiting positive attitudes toward the Career Education program				
2. Number of staff members exhibiting positive attitudes toward the Career Education program				
3. Number of Career Education learning activities recorded by teachers on the Process Diary				
4. Number of Career Education learning activities recorded by Occupational Specialists on the process diary				
5. Number of Career Education learning activities recorded by counselors				
6. Number of staff members, released by substitutes, who are taking part in Renewal Workshops				
7. Number of staff members taking part in the summer workshop				

BENEFIT INDICATORS - COST DATA

	Number	Number of District Personnel Involved	Number of Estimated Man Hours	Total Cost or Additional Value to Program
Inservice				
8. Number of staff members taking part in the summer workshop				
9. Number of parents taking part in workshops				
10. Number of industry representatives taking part in workshops				
11. Number of District-affiliated Career Education courses being taught, in cooperation with University personnel				
12. Number of University personnel involved in In-Service workshops				
13. Number of workshop man-hours dealing with the development skills for working in open facilities				
14. Number of workshop man-hours used in the development of industry resources				
15. Number of workshop man-hours in the development of materials or skills for delivering Career Awareness				
16. Number of workshop man-hours in the development of materials or skills for self awareness				
17. Number of workshop man-hours in the development of materials or skills for attitudes toward work				
18. Number of workshop man-hours in the development of materials or skills for decision-making skills				
19. Number of workshop man-hours in the development of materials or skills for economic awareness				
20. Number of workshop man-hours in the development of materials or skills for educational awareness				
21. Number of workshop man-hours in the development of materials or skills for basic skills to beginning competence				

BENEFIT INDICATORS - COST DATA

	Number	Number of District Personnel Involved	Number of Estimated Man Hours	Total Cost or Additional Value to Program
Inservice				
22. Number of workshop man-hours in the development of materials or skills for employability skills				
SUPPORT SYSTEMS AND PLACEMENT				
1. Number of students for whom District records are available on student preference				
2. Number of students for whom District records are available on student aptitude				
3. Number of students for whom District records are available on student interest				
4. Number of students for whom District records are available on temperament				
5. Number of Occupations on file in District showing local demand				
6. Number of occupations on file in District showing State demand				
7. Number of occupations on file in District showing National demand				
8. Number of students for whom District records are available on socio-economic status				
9. Number of students for whom District records are available on grades				
10. Number of students for whom District records are available on physical or emotional handicaps				
11. Number of students for whom District records show performance objectives completed				
12. Number of students for whom anecdotal records of progress are kept				
13. Number of students making course selections based on the above data				

BENEFIT INDICATORS - COST DATA

	Number	Number of District Personnel Involved	Number of Estimated Man Hours	Total Cost or Additional Value to Program
Support Systems and Placement				
14. Number of students in work experience programs per year				
15. Number of students placed in employment per year				
16. Number of students placed in employment corresponding to career choice				
17. Number of students placed in trade schools				
18. Number of students placed in Higher Education				
19. Number of students returning follow-up forms				
20. Number of students for whom data is available on job productivity				
PRODUCT EVALUATION				
1. Number of students tested for Career Awareness per year				

(etc.)

ATTITUDES TOWARD THE NEW ROLES OF COUNSELOR AND OCCUPATIONAL SPECIALIST

Survey Form H-2/3/4 was distributed to counselors, teachers, and administrators in the Pilot Schools. Returns were as follows:

		Number Returned				
School	Number Distributed	Administrators	Teachers and Speciclists	Counselors	Total	% Returned
Campbell Park Elementary	28	1	21	-	22	79
Lakeview Elementary	20	1	16	1	18	90
Eisenhower Elementary	47	1	30	1	32	68
Palmetto Elementary	20	-	12	1	13	65
16th Street Junior High	77	-	11	2	13	17
Clearwater Comprehensive Junior High	36	1	24	-	25	69
Dunedin Senior High	98	1	41	1	43	44
City Center for Learning	30	2	18	2	22	73
Pinellas Vocational-Technical Institute	92	2	66	3	71	77
Totals	448	9	239	11	259	58%

A copy of the survey form appears on pages 206 through 210. Results are presented on pages 202 through 205.

Analysis of the responses to the eight questions in this instrument begins with those eliciting the least disagreement and ends with those eliciting the most disagreement. Responses from the staff at Pinellas Vocational-Technical Institute were distinctly exceptional; they are consequently being omitted from this analysis in order to avoid distorting the overall picture as all the other Pilot Schools reflect it.

QUESTION 2

> HOW DO YOU FEEL ABOUT COUNSELORS' ATTEMPTING TO IMPROVE THE STUDENTS' DECISION-MAKING SKILLS BY USING THE DEVELOPMENTAL GROUP APPROACH TO COUNSELING, RATHER THAN THE TRADITIONAL REMEDIAL-CRISIS APPROACH WITH INDIVIDUALS?

Only seven respondents disagreed, in comparison to 170 who favored the developmental group approach.

Positive comments indicated that the developmental group approach was beneficial to the students, and that it would help them in decision-making, provided the teacher cooperated.

Negative comments indicated that some felt the group approach would not be good for the individual student.

QUESTION 6

> HOW DO YOU FEEL ABOUT THE OCCUPATIONAL SPECIALIST SERVING AS AN EDUCATIONAL RESOURCE PERSON TO A COLLEGE-TRAINED CLASSROOM TEACHER IN A CAREER EDUCATION PILOT SCHOOL?

Nine persons felt that the occupational specialist should not function in this role; 166 agreed that the occupational specialist would be helpful as a resource person.

Positive comments indicated that the occupational specialist helps students, and that the average teacher benefits from the work experience of the occupational specialist.

Negative comments included statements that the occupational specialist needs a degree, or should be a vocational teacher, or is not needed in the classroom.

QUESTION 4

> HOW DO YOU FEEL ABOUT THE "SHARED ACCOUNTABILITY" CONCEPT WHICH COMMITS THE COUNSELOR TO MORE RESPONSIBILITY FOR SERVING BOTH THE EDUCATIONAL AND THE PERSONAL/SOCIAL NEEDS OF INDIVIDUALS IN A PLANNED SYSTEM OF INSTRUCTION?

Only 10 registered disagreement, versus 153 who accepted the "shared accountability" concept.

Positive comments indicated that the counselor should have a major share of the responsibility, to make the concept of accountability more meaningful.

Negative comments included the following: the counselor would be involved in more clerical work; the concept is not practical; and some "unreal" problems would be involved.

QUESTION 3

HOW DO YOU FEEL ABOUT COUNSELORS HELPING TO IMPROVE TEACHERS' GUIDANCE SKILLS FOR USE IN THE CLASSROOM?

Only 13 were against this practice, versus 160 approved of having the counselor help teachers improve their guidance skills.

Positive comments indicated that the teacher can use the help of the counselor, although the teacher cannot replace the counselor; the student is helped; the teacher becomes more effective by implementing these skills.

Negative comments included these: The teacher would respond better to someone other than the counselor; the practice would involve too many directions; the idea is unnecessary.

QUESTION 1

HOW DO YOU FEEL ABOUT COUNSELORS BEING INVOLVED WITH TEACHERS IN PLANNING INSTRUCTION DESIGNED TO HELP PUPILS DEVELOP GREATER SELF-UNDERSTANDING?

Only 16 disagreed, versus 167 who favored having the counselor help the teacher in planning instruction.

Postive comments indicated that this counselor-teacher cooperation will help students, pointing out that the teacher must pinpoint the guidance responsibilities and that planning and organization will be necessary.

Negative comments implied that the counselor would not be qualified or have time to help the teacher plan, or that the cooperative activity would be too difficult to carry out.

QUESTION 7

HOW DO YOU FEEL ABOUT THE PROCEDURES, METHODS, AND ACTIVITIES EMPLOYED BY THE OCCUPATIONAL SPECIALIST IN PERFORMING HIS ROLE IN THE CAREER EDUCATION PROGRAM AT YOUR SCHOOL?

Only 16 negative responses were made, versus 141 which indicated appreciation of the procedures, methods, and activities of the occupational specialist.

Positive comments indicated the need for a unified program and for expansion of this service to schools; a suggestion that further training would be helpful; comments on increased teacher effectiveness as a result of the occupational specialist's help, and on benefits to the student.

Negative comments were: the idea is a waste of time; the occupational specialist does not have the necessary understanding; the regular counselor can do this work.

QUESTION 5

HOW DO YOU FEEL ABOUT THE BASIC PHILOSOPHY, AS IMPLIED BY THE LEGISLATIVE ACT, REGARDING THE NEED FOR OCCUPATIONAL SPECIALISTS IN THE PUBLIC SCHOOLS?

Only 17 disagreed that there was a need for occupational specialists, whereas 158 felt that the need does exist.

Positive comments included benefit to the student; ability of the teacher to do a better job with the help of the occupational specialist; value of the occupational specialist especially in junior and senior high; the need for the occupational specialist to be responsible to the counselor, and not to replace the counselor; the value of the occupational specialist in counteracting the idea that college is the only place to go after high school.

Negative comments included: The counselor can do it; it is a put-down for the teacher.

QUESTION 8

HOW DO YOU FEEL ABOUT THE OCCUPATIONAL SPECIALIST COUNSELING INDIVIDUAL PUPILS OR GROUPS OF PUPILS?

Only 21 disagreed, as compared with 153 who agreed, with this concept.

Positive comments were: Fine assuming proper training; good with groups only; on the subject of careers only.

Negative comments were: Occupational Specialist would not be capable; needs educational background; not good at the junior high level.

DATA REDUCTION

QUESTION 1

HOW DO YOU FEEL ABOUT COUNSELORS' BEING INVOLVED WITH TEACHERS IN PLANNING INSTRUCTION DESIGNED TO HELP PUPILS DEVELOP GREATER SELF-UNDERSTANDING?

	FOR Counselor Involvement	AGAINST Counselor Involvement
Campbell Park Elementary	19	3
Lakeview Elementary	17	1
Eisenhower Elementary	30	1
Palmetto Elementary	13	-
16th Street Junior High	9	4
Clearwater Comprehensive Junior High	22	3
Dunedin Senior High	39	2
City Center for Learning	18	2
	167	16
Pinellas Vocational-Technical Institute	30	38
	197	54

QUESTION 2

HOW DO YOU FEEL ABOUT COUNSELORS' ATTEMPTING TO IMPROVE THE STUDENTS' DECISION-MAKING SKILLS BY USING THE DEVELOPMENTAL GROUP APPROACH TO COUNSELING, RATHER THAN THE TRADITIONAL REMEDIAL-CRISIS APPROACH WITH INDIVIDUALS?

	FOR Developmental Group Approach	AGAINST Developmental Group Approach
Campbell Park Elementary	22	-
Lakeview Elementary	16	2
Eisenhower Elementary	31	1
Palmetto Elementary	13	-
16th Street Junior High	9	1
Clearwater Comprehensive Junior High	23	1
Dunedin Senior High	38	1
City Center for Learning	18	1
	170	7
Pinellas Vocational-Technical Institute	31	23
	201	30

QUESTION 3

HOW DO YOU FEEL ABOUT COUNSELORS' HELPING TO IMPROVE THE TEACHERS' GUIDANCE SKILLS FOR USE IN THE CLASSROOM?

	AGREE With the Need For	DISAGREE With the Need For
Campbell Park Elementary	21	1
Lakeview Elementary	16	1
Eisenhower Elementary	32	-
Palmetto Elementary	12	-
16th Street Junior High	7	4
Clearwater Comprehensive Junior High	19	5
Dunedin Senior High	36	1
City Center for Learning	17	1
	160	13
Pinellas Vocational-Technical Institute	29	33
	189	46

QUESTION 4

HOW DO YOU FEEL ABOUT THE "SHARED ACCOUNTABILITY" CONCEPT WHICH COMMITS THE COUNSELOR TO MORE RESPONSIBILITY FOR SERVING BOTH THE EDUCATIONAL AND THE PERSONAL/SOCIAL NEEDS OF INDIVIDUALS IN A PLANNED SYSTEM OF INSTRUCTION?

	AGREE	DISAGREE
Campbell Park Elementary	18	3
Lakeview Elementary	18	-
Eisenhower Elementary	28	1
Palmetto Elementary	12	-
16th Street Junior High	10	1
Clearwater Comprehensive Junior High	19	2
Dunedin Senior High	35	1
City Center for Learning	13	2
	153	10
Pinellas Vocational-Technical Institute	24	31
	177	41

QUESTION 5

HOW DO YOU FEEL ABOUT THE BASIC PHILOSOPHY, AS IMPLIED BY THE LEGISLATIVE ACT, REGARDING THE NEED FOR OCCUPATIONAL SPECIALISTS IN THE PUBLIC SCHOOLS?

	AGREE	DISAGREE
Campbell Park Elementary	20	1
Lakeview Elementary	18	-
Eisenhower Elementary	25	4
Palmetto Elementary	12	-
16th Street Junior High	8	4
Clearwater Comprehensive Junior High	19	2
Dunedin Senior High	36	4
City Center for Learning	20	2
	158	17
Pinellas Vocational-Technical Institute	59	8
	217	25

QUESTION 6

HOW DO YOU FEEL ABOUT THE OCCUPATIONAL SPECIALIST SERVING AS AN EDUCATIONAL RESOURCE PERSON TO A COLLEGE-TRAINED CLASSROOM TEACHER IN A CAREER EDUCATION PILOT SCHOOL?

	FOR	AGAINST
Campbell Park Elementary	21	-
Lakeview Elementary	16	-
Eisenhower Elementary	30	-
Palmetto Elementary	13	-
16th Street Junior High	9	2
Clearwater Comprehensive Junior High	23	1
Dunedin Senior High	36	3
City Center for Learning	18	3
	166	9
Pinellas Vocational-Technical Institute	35	19
	201	28

QUESTION 7

HOW DO YOU FEEL ABOUT THE PROCEDURES, METHODS, AND ACTIVITIES EMPLOYED BY THE OCCUPATIONAL SPECIALIST IN PERFORMING HIS ROLE IN THE CAREER EDUCATION PROGRAM AT YOUR SCHOOL?

	FOR	AGAINST
Campbell Park Elementary	22	-
Lakeview Elementary	17	-
Eisenhower Elementary	28	1
Palmetto Elementary	13	-
16th Street Junior High	9	3
Clearwater Comprehensive Junior High	13	5
Dunedin Senior High	30	5
City Center for Learning	9	2
	141	16
Pinellas Vocational-Technical Institute	31	15
	172	31

QUESTION 8

HOW DO YOU FEEL ABOUT THE OCCUPATIONAL SPECIALIST'S COUNSELING INDIVIDUAL PUPILS OR GROUPS OF PUPILS?

	FOR	AGAINST
Campbell Park Elementary	19	2
Lakeview Elementary	18	-
Eisenhower Elementary	26	6
Palmetto Elementary	12	-
16th Street Junior High	5	5
Clearwater Comprehensive Junior High	18	5
Dunedin Senior High	38	1
City Center for Learning	17	2
	153	21
Pinellas Vocational-Technical Institute	47	21
	200	42

Survey Form H-2/3/4

THE NEW ROLE OF GUIDANCE IN CAREER EDUCATION

Name of your School

Your Position: Teacher Counselor Administrator

(Please read the explanatory material below, *then answer the questions on the following pages.)

Career Guidance: Program Content and Staff Responsibility

Traditionally, the word "guidance" has been defined and operationalized as a collection of related services provided to individuals prior to training, before the selection of an occupation, or before entrance to work. Guidance programs operating from this perspective rely heavily on the individual interview, on testing, and on occupational information. The focus tends to be on diagnosis and prescription at a point in time.

To meet the challenges of today and tomorrow, however, the single-educational/occupational-choice-at-a-point-in-time focus of traditional career guidance must give way to a broader, more comprehensive view of the individual and his career development over his life span. This new focus clearly indicates that developmental guidance programs and activities must be derived from the needs and goals of the individuals and institutions to be served, rather than from a tradition-based collection of related services. This means that the nature and content of guidance programs--as well as the guidance roles of school counselors, teachers, and others--will be determined partly by the populations and situations of the settings in which they find themselves. Their approach cannot be to rely only on a group of tradition-based related services to meet the needs of the populations and situations of their settings; rather, they must be able to assess individual and institutional needs, determine goals, state performance objectives, decide on appropriate activities, and devise appropriate evaluation procedures.

The needs-assessment, goal-setting approach to guidance program development and implementation is appropriate, particularly for school counselors. Instead of being only process oriented and reactive, as the traditional services model tends to make them, the counselors' base of operation, their choice of activities and techniques, and their sense of mission must be expanded; they must be actively involved in the educational mainstream at all educational levels. This new approach to guidance program planning and management can make this possible.

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*Excerpt from an article by Norman C. Gysbers and Earl J. Moore

QUESTIONS

1. How do you feel about counselors' being involved with teachers in planning instruction designed to help pupils develop greater self-understanding?

2. How do you feel about counselors' attempting to improve the students' decision-making skills by using the developmental group approach to counseling rather than the traditional remedial crisis approach with individuals?

3. How do you feel about counselors' helping to improve teachers' guidance skills for use in the classroom?

4. How do you feel about the "shared accountability" concept which commits the counselor to more responsibility for serving both the educational and the personal/social needs of individuals in a planned system of instruction?

THE ROLE OF THE OCCUPATIONAL SPECIALIST IN CAREER EDUCATION

An act relating to Occupational Specialists (House Bill 3893) became law on July 1, 1970. Excerpts from this act follow: ". . . WHEREAS, recent figures indicate an acute shortage of counselors. . . counseling courses of study is offered only at the graduate level. . .There is a built-in academic bias in the counselor education system, and the typical graduate has little, if any, exposure to or experience with the world of work. . . .THEREFORE, Occupational Specialists may be used in place of counselors . . .such persons may be used, under supervision by a certified counselor to handle various specialized assignments either individually or as part of a counseling team. . . (and) may include identification and intensive counseling of potential or actual dropouts. . .as well as counseling students, teachers, and administrators concerning available job and career opportunities. . ."

Most Occupational Specialists do not have college degrees but have at least four years work experience in industry. In Career Education Pilot Schools, the Occupational Specialist performs his role primarily by providing career information and activities related to the world of work to pupils and teachers.

5. How do you feel about the basic philosophy, as inferred by the Legislative Act, regarding the need for Occupational Specialists in the public schools?

6. How do you feel about the Occupational Specialist's serving as educational resource person to a college-trained classroom teacher in a Career Education Pilot School?

7. How do you feel about the procedures, methods, and activities employed by the Occupational Specialist in performing his role in the Career Education program at your school.

8. How do you feel about the Occupational Specialist's counseling individual pupils or groups of pupils?

PROCESS DIARY

Counselors and occupational specialists served as catalysts, coordinators and organizers of career education activities, and conducted extensive guidance activities with groups of students in the areas of self-awareness and career awareness. In addition to helping students, they also worked with teachers in planning instruction and in helping to improve the teacher's guidance skills for use in the classroom. This special assistance, provided by an additional member of the instructional team, made possible a wider variety of career education learning experiences in Pinellas County classrooms.

Counselors and occupational specialists reported on Process Diary Forms, activities used with students in the career education pilot schools. The process diary requests a description of each essential career education activity with other supporting data necessary for the conduct of that activity. (Some, but not all teachers reported activities on the same form--that information, however, is not reported because not all teachers from all schools were represented. Teachers will be further encouraged to keep the same or similar records during the upcoming year 1973-74.)

In order to facilitate analysis of the various methods, approaches and strategies employed by guidance teams at each school, and to test the hypotheses relating to the guidance function, -- the school summaries which follow were compiled from Process Diaries submitted by the counselors and occupational specialists. (Percentage charts are rounded off to the nearest whole number.)

PROCESS DIARY TERMS DEFINED

1. Career Education Activity -- Any organized learning experience conducted for students or teachers within the bounds of the project's hypotheses and/or operational goals.

2. Goal Oriented Activity -- Any organized learning experience which has as its purpose the specific achievement of goals and objectives relating to one or more of the career education elements.

3. Times Activity Conducted -- Total number of times a specific or separate organized career education activity was conducted.

4. Student Contacts -- Total number of exposures or contacts pupils have with an organized career education activity. (Not to be confused with actual number of students).

5. Minimum Number of Contacts Desired -- The minimum "necessary and sufficient" number of student contacts recommended for successful

implementation of a basic program is arrived at in the following manner: It is recommended that at least 50% of the Counselor and occupational specialist's time be spent with groups of students in guidance activities for career education. A minimum of three hours or three class periods per day by each is recommended for this purpose. If the schools's teacher-pupil ratio (or average class size) is multiplied by the combined figure of six, a figure representing the number of recommended pupil contacts per day is determined for the counselor and occupational specialist.

EXAMPLE:

No. class periods	x	Average class size	=	Recommended daily student contacts
6	x	28.9	=	173.40

7. Grade Level Served -- Grade level at which the career education activity was conducted.

8. Community Resource Person -- Parents and others from business, industry, and other agencies outside the public school system coming into the school to serve as consultants to both teachers and pupils.

9. Kits and Media -- Audio-visuals, texts, media, etc., which are commercial or teacher made for the specific purpose of aiding in the achievement of career education goals.

10. Field Trips -- Trips by students to establishments representative of one or more of the 15 USOE occupational clusters.

SUMMARY OF ACTIVITIES BY SCHOOLS

Many career education activities were conducted at each of the pilot schools. Counselors and occupational specialists served as catalysts, coordinators, and organizers of activities; and teachers were responsible for conducting the greater protion of activities directly related to instruction in the classrooms. Analysis of the various approaches used by guidance teams at each school to facilitate testing of the hypotheses relating to the guidance function necessitated summarization of the data that follows from reports of counselors and occupational specialists. Summarization does not include activities conducted by teachers in the classroom -- with or without the aid of the counselor or occupational specialist.

PROCESS DIARY OF CAREER EDUCATION ACTIVITIES

Name____________________ Month________19___ School________________ Position____________

Please complete the information requested below for each Career Education activity.

Element(s)	Career Education Activity	Media, Kits, Special Aids
Cluster(s)		Resource Person(s)
Grade Level : No.of Times : No. of Pupils : : : : Total : ____ ______		

CAMPBELL PARK ELEMENTARY

The counselor and occupational specialist initiated and conducted a total of 105 goal-oriented activities by Career Education Elements. Of the eight elements, those with most activities were Career Awareness 44 (42%), Self Awareness 36 (35%) and Educational Awareness 16 (15%).

Thirty-three goal-oriented activities were conducted by Occupational Clusters. Of the 15 clusters those with most activity were Agri-Business and Natural Resources 14 (42%), Communications and Media and Health with five (15%) each.

Actual student contacts totalled 11,428 or 37% of the minimum 31,212 recommended for the school year.

Grade level activity totalled 181. Most activities were at sixth with 42 (23%) and K-1 with 40 (22%). Others were fourth - 29 (16%), second - 25 (14%), third - 25 (14%) and fifth - 20 (11%).

CAREER EDUCATION ACTIVITIES INITIATED, CONDUCTED OR SUPPORTED BY GUIDANCE PERSONNEL AS REPORTED IN PROCESS DIARIES

Campbell Park Elementary	Mrs. Eunice Burgess	Mrs. Peggy Upton
School	Counselor	Occupational Specialist

NUMBER OF ACTIVITIES BY CAREER EDUCATION ELEMENT

		ELEMENT NO.*								
		1	2	3	4	5	6	7	8	Total
Goal-oriented Activities		36	44	2	2	1	0	4	16	105
Times Activities Conducted		228	138	16	4	5	0	22	37	450
Student Contacts		5367	4735	83	75	75	0	362	731	11428
Times Grade level served	K - 1	25	8	0	0	1	0	2	4	40
	Second	13	8	0	0	1	0	1	2	25
	Third	11	9	0	1	1	0	1	2	25
	Fourth	11	12	1	1	0	0	1	3	29
	Fifth	10	6	1	0	0	0	1	2	20
	Sixth	10	20	2	2	0	0	3	5	42
Community/resource persons		1	20	0	2	0	0	1	2	26
Kits and other media		46	27	2	2	1	0	2	17	97

*No.

1. Self Awareness
2. Career Awareness
3. Appreciations, Attitudes
4. Economic Awareness
5. Decision-Making Skills
6. Skill Awareness
7. Employability Skills
8. Educational Awareness

Campbell Park Elementary (continued)

NUMBER OF ACTIVITIES BY OCCUPATIONAL CLUSTER

	CLUSTER NO.*															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
Goal-oriented Activity	14	1	5	5	0	0	1	5	0	1	0	0	0	0	1	33
Field Trips to Business/Industry	24	1	9	2	6	5	0	3	2	0	0	0	0	7	11	70

*No.

1. Agri-Business/Natural Resources
2. Business and Office
3. Communication and Media
4. Construction
5. Consumer/Homemaking Education
6. Environment
7. Fine Arts and Humanities
8. Health
9. Hospitality and Recreation
10. Manufacturing
11. Marine Science
12. Marketing and Distribution
13. Personal Services
14. Public Services
15. Transportation

School Enrollment 578 Number of Teachers 20 Teacher-Pupil-Ratio 28.9

EISENHOWER ELEMENTARY

The counselor and occupational specialist initiated and conducted a total of 389 goal-oriented activities by Career Education Elements. One of the eight elements, those with most activities were Self Awareness 136 (35%), Career Awareness 119 (31%) and Educational Awareness 49 (13%).

One hundred forty-four goal-oriented activities were conducted by Occupational Clusters. Of the 15 clusters those with most activities were Health 22 (15%), Public Services 22 (15%) and Agri-Business and Natural Resources 15 (10%).

Actual student contacts totalled 14,381 or 48% of the minimum 30,021 recommended for the school year.

Grade level activity totalled 212 with the following distributions: Intermediate 106 (50%), Primary 95 (45%) and Kindergarten 10 (5%).

CAREER EDUCATION ACTIVITIES INITIATED, CONDUCTED OR SUPPORTED BY GUIDANCE PERSONNEL AS REPORTED IN PROCESS DIARIES

Eisenhower Elementary	Stephen Guyler	Mrs. Marilyn Sapperstein
School	Counselor	Occupational Specialist

NUMBER OF ACTIVITIES BY CAREER EDUCATION ELEMENT

	ELEMENT NO.*								
	1	2	3	4	5	6	7	8	Total
Goal-oriented Activities	136	119	41	20	4.	11	9	49	389
Times Activities Conducted	844	228	95	58	6	18	10	44	1303
Student Contacts	5380	4868	1707	1688	45	63	112	518	14381
Times Grade level served Kindergtn	4	5	1	0	0	0	0	0	10
Primary	36	39	5	2	0	6	0	8	96
Intermediate	17	66	4	4	2	3	0	10	106
Community/resource persons	3	88	1	7	0	3	0	0	102
Kits and other media	71	21	6	0	1	6	0	4	109

*No.

1. Self Awareness
2. Career Awareness
3. Appreciations, Attitudes
4. Economic Awareness
5. Decision-Making Skills
6. Skill Awareness
7. Employability Skills
8. Educational Awareness

Eisenhower Elementary (continued)

NUMBER OF ACTIVITIES BY OCCUPATIONAL CLUSTER

	CLUSTER NO.*															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
Goal-oriented Activity	15	10	7	7	15	4	9	22	9	5	6	6	3	22	4	144
Field Trips to Business/Industry	15	2	3	1	0	0	0	2	1	1	3	1	0	2	3	34

*No.

1. Agri-Business/Natural Resources
2. Business and Office
3. Communication and Media
4. Construction
5. Consumer/Homemaking Education
6. Environment
7. Fine Arts and Humanities
8. Health
9. Hospitality and Recreation
10. Manufacturing
11. Marine Science
12. Marketing and Distribution
13. Personal Services
14. Public Services
15. Transportation

School Enrollment 1059 Number of Teachers 38 Teacher-Pupil-Ratio 27.9

LAKEVIEW ELEMENTARY

The counselor and occupational specialist initiated and conducted a total of 61 goal-oriented activities by Career Education Elements. Of the eight elements those with most activities were Self Awareness 19 (31%), Career Awareness 16 (26%), Appreciations and Attitudes and Decision-Making Skills both at eight (13%).

Fifty-eight goal-oriented activities were conducted by Occupational Clusters. Of the 15 clusters those with most activity were Environment nine (16%), Agri-Business and Natural Resources, and Communications and Media both at six (10%).

Actual student contacts totalled 8,227 or 29% of the minumum 28,404 recommended for the school year.

Grade level activity totalled 72 with the following distribution:
K-1-22 (30.5%), sixth - 12 (17%), fifth - 11 (15%), second - 9 (12.5%), third - 9 (12.5%), and fourth - 9 (12.5%).

CAREER EDUCATION ACTIVITIES INITIATED, CONDUCTED OR SUPPORTED BY GUIDANCE PERSONNEL AS REPORTED IN PROCESS DIARIES

Lakeview Elementary	Ms. Betty McConnell	Mrs. Doris Edwards
School	Counselor	Occupational Specialist

NUMBER OF ACTIVITIES BY CAREER EDUCATION ELEMENT

		ELEMENT NO.*								
		1	2	3	4	5	6	7	8	Total
Goal-oriented Activities		19	16	8	1	8	4	3	2	61
Times Activities Conducted		72	109	62	56	38	17	87	93	534
Student Contacts		1511	2245	1257	627	467	143	971	1006	8227
Times	K - 1	9	10	2	0	0	0	0	1	22
Grade level served	Second	3	3	2	0	0	0	0	1	9
	Third	2	5	1	0	0	0	0	1	9
	Fourth	2	6	0	0	0	0	0	1	9
	Fifth	2	7	1	1	0	0	0	0	11
	Sixth	5	6	0	1	0	0	0	0	12
Community/resource persons		0	14	4	3	0	0	0	1	22
Kits and other media		10	24	23	8	0	0	0	3	68

*No.

1. Self Awareness
2. Career Awareness
3. Appreciations, Attitudes
4. Economic Awareness
5. Decision-Making Skills
6. Skill Awareness
7. Employability Skills
8. Educational Awareness

Lakeview Elementary (continued)

NUMBER OF ACTIVITIES BY OCCUPATIONAL CLUSTER

	CLUSTER NO.*															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
Goal-oriented Activity	6	5	6	3	3	9	2	4	2	2	2	2	2	5	5	58
Field Trips to Business/Industry	4	0	3	2	1	0	0	1	0	0	0	0	1	5	2	19

*No.

1. Agri-Business/Natural Resources
2. Business and Office
3. Communication and Media
4. Construction
5. Consumer/Homemaking Education
6. Environment
7. Fine Arts and Humanities
8. Health
9. Hospitality and Recreation
10. Manufacturing
11. Marine Science
12. Marketing and Distribution
13. Personal Services
14. Public Services
15. Transportation

School Enrollment 355 Number of Teachers 13 Teacher-Pupil-Ratio 26.3

PALMETTO ELEMENTARY

The counselor and occupational specialist initiated and conducted a total of 252 goal-oriented activities by Career Education Elements. Of the eight elements those with most activities were Self-Awareness 88 (35%), Career Awareness 69 (27%) and Decision-Making Skills 30 (12%).

One hundred seventeen goal-oriented activities were conducted by Occupational Clusters. Of the 15 clusters, those with most activity were Transportation 18 (13%), Agri-Business and Natural Resources 19 (16%), Hospitality and Recreation 11 (9%).

Actual student contacts totalled 26,811 or 95% of the minimum 28,188 recommended for the school year.

Grade level activities totalled 426 with the following distribution: K-1 - 105 (25.1%), fifth - 75 (17.6%), sixth - 63 (14.8%), fifth - 63 (14.8%), third - 60 (14.1%), and second - 58 (13.6%).

CAREER EDUCATION ACTIVITIES INITIATED, CONDUCTED OR SUPPORTED BY GUIDANCE PERSONNEL AS REPORTED IN PROCESS DIARIES

Palmetto Elementary School	Mrs. Betty Smith Counselor	Claude Brannon Occupational Specialist

NUMBER OF ACTIVITIES BY CAREER EDUCATION ELEMENT

	ELEMENT NO.*								
	1	2	3	4	5	6	7	8	Total
Goal-oriented Activities	88	69	6	11	30	8	19	21	252
Times Activities Conducted	203	247	28	30	63	24	54	53	702
Student Contacts	9340	9394	658	819	2631	651	1754	1564	26811
Times Grade level served K - 1	68	37	1	0	0	0	1	0	107
Second	36	19	1	0	1	0	1	0	58
Third	39	19	1	0	0	0	1	0	60
Fourth	36	27	0	0	0	0	0	0	63
Fifth	40	35	0	1	1	0	1	0	75
Sixth	33	28	1	0	0	0	1	0	63
Community/resource persons	2	23	1	0	0	0	2	2	30
Kits and other media	75	110	2	0	0	0	0	4	191

*No.

1. Self Awareness
2. Career Awareness
3. Appreciations, Attitudes
4. Economic Awareness
5. Decision-Making Skills
6. Skill Awareness
7. Employability Skills
8. Educational Awareness

Palmetto Elementary (continued)

NUMBER OF ACTIVITIES BY OCCUPATIONAL CLUSTER

	CLUSTER NO.*														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
Goal-oriented Activity	19	7	9	6	2	3	2	6	11	6	7	9	5	7	18	117
Field Trips to Business/Industry	12	2	31	31	32	0	3	0	0	52	3	1	24	19	5	215

*No.

1. Agri-Business/Natural Resources
2. Business and Office
3. Communication and Media
4. Construction
5. Consumer/Homemaking Education
6. Environment
7. Fine Arts and Humanities
8. Health
9. Hospitality and Recreation
10. Manufacturing
11. Marine Science
12. Marketing and Distribution
13. Personal Services
14. Public Services
15. Transportation

School Enrollment 339 Number of Teachers 13 Teacher-Pupil-Ratio 28.

CLEARWATER COMPREHENSIVE

The counselor and occupational specialist initiated and conducted a total of 12 goal-oriented activities by Career Education Elements. Of the eight elements those with most activities were Career Awareness 4 (33%) and Educational Awareness 4 (33%).

Fifty-one goal-oriented activities were conducted by Occupational Clusters. Of the 15 clusters those with most activity were Agri-Business and Natural Resources, Consumer and Homemaking, Health, and Transportation - all with five or 10% each.

Actual student contacts totalled 2,760 or 19% of the minimum 14,256 recommended for the school year.

Grade level activity totalled 18 with the following distribution:
seventh - 12 (67%), eighth - 4 (22%), ninth - 2 (11%).

CAREER EDUCATION ACTIVITIES INITIATED, CONDUCTED OR SUPPORTED BY GUIDANCE PERSONNEL AS REPORTED IN PROCESS DIARIES

Clearwater Comprehensive Junior High	Gary Kilroy	James Castle
School	Counselor	Occupational Specialist

NUMBER OF ACTIVITIES BY CAREER EDUCATION ELEMENT

	ELEMENT NO.*								
	1	2	3	4	5	6	7	8	Total
Goal-oriented Activities	3	4	0	1	0	0	0	4	12
Times Activities Conducted	18	35	0	4	0	0	0	33	90
Student Contacts	75	1335	0	15	0	0	0	1335	2760
Times Grade level served Seventh	0	6	0	0	0	0	0	6	12
Eighth	3	0	0	1	0	0	0	0	4
Ninth	0	1	0	0	0	0	0	1	2
Community/resource persons	0	4	0	0	0	0	0	4	8
Kits and other media	3	4	0	1	0	0	0	4	12

*No.

1. Self Awareness
2. Career Awareness
3. Appreciations, Attitudes
4. Economic Awareness
5. Decision-Making Skills
6. Skill Awareness
7. Employability Skills
8. Educational Awareness

Clearwater Comprehensive Junior High (continued)

NUMBER OF ACTIVITIES BY OCCUPATIONAL CLUSTER

	CLUSTER NO.*															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
Goal-oriented Activity	5	5	4	2	5	2	3	5	2	2	2	5	2	2	5	51
Field Trips to Business/Industry	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1

*No.

1. Agri-Business/Natural Resources
2. Business and Office
3. Communication and Media
4. Construction
5. Consumer/Homemaking Education
6. Environment
7. Fine Arts and Humanities
8. Health
9. Hospitality and Recreation
10. Manufacturing
11. Marine Science
12. Marketing and Distribution
13. Personal Services
14. Public Services
15. Transportation

School Enrollment 482 Number of Teachers 36.5 Teacher-Pupil-Ratio 13.2

16TH STREET JUNIOR HIGH

The counselor and occupational specialist initiated and conducted a total of 111 goal-oriented activities by Career Education Elements. Of the eight elements those with most activity were Career Awareness 41 (37%), Self Awareness 20 (18%) and Educational Awareness 19 (17%).

One hundred ninety-seven goal-oriented activities were conducted by Occupational Clusters. Activities were about evenly distributed throughout all 15 clusters.

Actual student contacts totalled 6,844 or 29% of the minimum 23,328 recommended contacts for the school year.

Grade level activity totalled 128 with the following distribution: eighty - 62 (48.4%), ninth - 49 (38.3), seventh - 17 (13.3%).

CAREER EDUCATION ACTIVITIES INITIATED, CONDUCTED OR SUPPORTED BY GUIDANCE PERSONNEL
AS REPORTED IN PROCESS DIARIES

16th Street Junior High	Mrs. Mable Martin	Mrs. Rose Irwin
School	Counselor	Occupational Specialist

NUMBER OF ACTIVITIES BY CAREER EDUCATION ELEMENT

	ELEMENT NO.*								
	1	2	3	4	5	6	7	8	Total
Goal-oriented Activities	20	41	2	2	15	0	12	19	111
Times Activities Conducted	86	80	4	2	64	0	15	21	272
Student Contacts	2018	2833	10	21	1081	0	423	458	6844
Times Grade level served Seventh	5	8	0	0	4	0	0	0	17
Eighth	10	23	0	2	6	0	8	13	62
Ninth	6	17	1	1	6	0	6	12	49
Community/resource persons	1	7	0	0	0	0	3	6	17
Kits and other media	19	35	1	0	14	0	9	13	91

*No.

1. Self Awareness
2. Career Awareness
3. Appreciations, Attitudes
4. Economic Awareness
5. Decision-Making Skills
6. Skill Awareness
7. Employability Skills
8. Educational Awareness

16th Street Junior High (continued)

NUMBER OF ACTIVITIES BY OCCUPATIONAL CLUSTER

	CLUSTER NO.*															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
Goal-oriented Activity	14	17	19	13	14	11	11	14	13	12	12	13	12	14	10	197
Field Trips to Business/Industry	0	2	1	0	3	0	3	1	2	1	0	1	1	1	0	16

*No.

1. Agri-Business/Natural Resources
2. Business and Office
3. Communication and Media
4. Construction
5. Consumer/Homemaking Education
6. Environment
7. Fine Arts and Humanities
8. Health
9. Hospitality and Recreation
10. Manufacturing
11. Marine Science
12. Marketing and Distribution
13. Personal Services
14. Public Services
15. Transportation

School Enrollment 1265 Number of Teachers 58.5 Teacher-Pupil-Ratio 21.6

DUNEDIN SENIOR HIGH

The counselor and occupational specialist initiated and conducted a total of 184 goal-oriented activities by Career Education Elements. Of the eight elements those with most activity were Career Awareness 60 (33%), Educational Awareness 47 (26%), and Employability Skills 44 (24%).

A total of 246 goal-oriented activities were conducted by Occupational Clusters. Activities were distributed about evenly throughout all 15 clusters.

Actual student contacts totalled 1,499 or 6% of the minimum recommended contacts for the school year.

Grade level activity totalled 247, with the following distribution: 12th - 115 (47%), 10th - 78 (31%), 11th - 54 (22%).

CAREER EDUCATION ACTIVITIES INITIATED, CONDUCTED OR SUPPORTED BY GUIDANCE PERSONNEL AS REPORTED IN PROCESS DIARIES

Dunedin Senior High	Tom Crook	Mrs. Phyllis Roemer
School	Counselor	Occupational Specialist

NUMBER OF ACTIVITIES BY CAREER EDUCATION ELEMENT

	ELEMENT NO.*								
	1	2	3	4	5	6	7	8	Total
Goal-oriented Activities	19	60	0	2	12	0	44	47	184
Times Activities Conducted	34	89	0	2	26	0	45	64	260
Student Contacts	165	603	0	11	134	0	198	388	1499
Times Grade level served Tenth	7	27	0	2	5	0	19	18	78
Eleventh	6	20	0	0	4	0	10	14	54
Twelfth	10	37	0	3	8	0	26	31	115
Community/resource persons	0	30	0	0	0	0	0	0	30
Kits and other media	13	47	0	2	11	0	27	38	138

*No.

1. Self Awareness
2. Career Awareness
3. Appreciations, Attitudes
4. Economic Awareness
5. Decision-Making Skills
6. Skill Awareness
7. Employability Skills
8. Educational Awareness

Dunedin Senior High (continued)

NUMBER OF ACTIVITIES BY OCCUPATIONAL CLUSTER

	CLUSTER NO.*															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
Goal-oriented Activity	15	14	18	19	20	14	12	20	15	13	12	15	19	22	18	246
Field Trips to Business/Industry	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*No.

1. Agri-Business/Natural Resources
2. Business and Office
3. Communication and Media
4. Construction
5. Consumer/Homemaking Education
6. Environment
7. Fine Arts and Humanities
8. Health
9. Hospitality and Recreation
10. Manufacturing
11. Marine Science
12. Marketing and Distribution
13. Personal Services
14. Public Services
15. Transportation

School Enrollment 1914 Number of Teachers 82 Teacher-Pupil-Ratio 23.3

PINELLAS VO-TECH INSTITUTE AND CITY CENTER FOR LEARNING

These are post-secondary institutions, and because of the nature and structure of school operation, analysis as applied to the elementary and secondary schools is not appropriate. However, a comparison of respective career education activities is shown in the totals chart.

CAREER EDUCATION ACTIVITIES INITIATED, CONDUCTED OR SUPPORTED BY GUIDANCE PERSONNEL AS REPORTED IN PROCESS DIARIES

School	Counselor	Occupational Specialist
Pinellas Vocational Technical Institute	Mrs. Ruth Roche	Ted McCann Mrs. Jean Forr

NUMBER OF ACTIVITIES BY CAREER EDUCATION ELEMENT

		ELEMENT NO.*							
	1	2	3	4	5	6	7	8	Total
Goal-oriented Activities	12	18	0	2	8	1	17	18	76
Times Activities Conducted	81	100	0	14	60	0	79	100	434
Student Contacts	820	753	0	93	309	0	717	760	3452
Times Grade level served Junior High	0	6	0	0	0	0	6	6	18
Senior High	2	4	0	0	2	0	2	4	14
Post Secondary	7	0	0	1	5	0	0	0	13
Community/resource persons	9	10	0	1	8	1	7	9	45
Kits and other media	7	1	0	1	5	0	0	1	15

*No.

1. Self Awareness
2. Career Awareness
3. Appreciations, Attitudes
4. Economic Awareness
5. Decision-Making Skills
6. Skill Awareness
7. Employability Skills
8. Educational Awareness

Pinellas Vocational Technical Institute (continued)

NUMBER OF ACTIVITIES BY OCCUPATIONAL CLUSTER

	CLUSTER NO.*															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
Goal-oriented Activity	5	7	7	7	7	7	7	7	0	0	0	0	0	0	0	54
Field Trips to Business/Industry	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*No.

1. Agri-Business/Natural Resources
2. Business and Office
3. Communication and Media
4. Construction
5. Consumer/Homemaking Education
6. Environment
7. Fine Arts and Humanities
8. Health
9. Hospitality and Recreation
10. Manufacturing
11. Marine Science
12. Marketing and Distribution
13. Personal Services
14. Public Services
15. Transportation

School Enrollment 1090

CAREER EDUCATION ACTIVITIES INITIATED, CONDUCTED OR SUPPORTED BY GUIDANCE PERSONNEL
AS REPORTED IN PROCESS DIARIES

City Center for Learning	Mrs. Nona Grotecloss	Robert Hesse
School	Counselor	Occupational Specialist

NUMBER OF ACTIVITIES BY CAREER EDUCATION ELEMENT

		ELEMENT NO.*							
	1	2	3	4	5	6	7	8	Total
Goal-oriented Activities	9	30	1	2	6	0	22	22	92
Times Activities Conducted	3	58	0	0	3	0	56	57	177
Student Contacts	34	2198	0	0	13	0	2142	2152	6539
Times Grade level served Elem	0	1	0	0	0	0	0	0	1
Jr. High	0	11	0	0	0	0	10	11	32
Sr. High	0	1	0	0	0	0	0	1	2
Post Secondary	1	4	0	0	1	0	5	4	15
Community/resource persons	9	13	1	2	5	0	7	7	44
Kits and other media	8	21	1	2	3	0	13	13	61

*No.

1. Self Awareness
2. Career Awareness
3. Appreciations, Attitudes
4. Economic Awareness
5. Decision-Making Skills
6. Skill Awareness
7. Employability Skills
8. Educational Awareness

City Center for Learning (continued)

NUMBER OF ACTIVITIES BY OCCUPATIONAL CLUSTER

	CLUSTER NO.*															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
Goal-oriented Activity	1	3	2	1	3	0	0	2	1	1	1	1	1	1	1	19
Field Trips to Business/Industry	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*No.

1. Agri-Business/Natural Resources
2. Business and Office
3. Communication and Media
4. Construction
5. Consumer/Homemaking Education
6. Environment
7. Fine Arts and Humanities
8. Health
9. Hospitality and Recreation
10. Manufacturing
11. Marine Science
12. Marketing and Distribution
13. Personal Services
14. Public Services
15. Transportation

School Enrollment 1710

COMPARISON OF TOTAL CAREER EDUCATION ACTIVITIES FOR ELEMENTARY INITIATED AND CONDUCTED BY GUIDANCE PERSONNEL AS REPORTED IN PROCESS DIARIES

			Total Activities by Career Education Elements												Total Activities by Occupational Cluster			
School	School Enroll-ment		Goal-Oriented Activities		Times Activities Conducted		Student Contacts		Grade Level Served		Community Resource Persons		Kits, Other Media		Goal-Oriented Activity		Field Trips to Business, Industry	
		%		%		%		%				%		%		%		%
Campbell Park Elementary	599	25	105	13	450	15	11,428	19	K-1 40 2nd 25 3rd 25	4th 29 5th 20 6th 42	26	14	97	21	33	09	70	21
Eisenhower Elementary	1,119	46	389	48	1,303	44	14,381	24	Kindergarten 10 Primary 96 Intermediate 106		102	57	109	23	144	41	34	10
Lakeview Elementary	355	15	61	8	534	18	8,227	13	K-1 22 2nd 9 3rd 9	4th 9 5th 11 6th 12	22	12	68	15	58	17	19	6
Palmetto Elementary	339	14	252	31	702	23	26,811	44	K-1 107 2nd 58 3rd 60	4th 63 5th 75 6th 63	30	17	191	41	117	33	215	63
TOTAL	2,412		807		2,989		60,847				180		465		352		338	

Eisenhower Elementary School reported the highest number of activities by element with 389 (48%); community resource person, 102 or (57%).

Palmetto Elementary School reported the highest percentage of student contacts with 26,811 (44%) of the total, and use of Kits and Media 191 or (41%) of the total, and Field Trips with 215 or (63%) of the total.

COMPARISON OF TOTAL CAREER EDUCATION ACTIVITIES FOR SECONDARY INITIATED AND CONDUCTED BY GUIDANCE PERSONNEL AS REPORTED IN PROCESS DIARIES

School	School Enroll-ment		Total Activities by Career Education Elements											Total Activities by Occupational Cluster			
			Goal-Oriented Activities		Times Activities Conducted		Student Contacts		Grade Level Served	Community Resource Persons		Kits, Other Media		Goal-Oriented Activity		Field Trips to Business, Industry	
		%		%		%		%			%		%		%		%
Clearwater Comprehensive Junior High	482	13	12	4	90	14	2,760	25	7th 12 8th 4 9th 2	8	12	51	5	51	10	1	1
16th Street Junior High	1,265	35	111	36	272	44	6,844	62	7th 17 8th 62 9th 49	17	25	91	38	197	40	16	99
Dunedin Senior High	1,914	52	184	60	260	42	1,499	6	10th 78 11th 54 12th 115	42	63	138	57	246	50	--	0
TOTAL	3,661		307		622		11,103			67		241		494		17	

In grades 7-12, Dunedin Senior High School reported the highest percentage of activities by element with 184 or (60%) of the total. Dunedin also used more community resources with 42 or (63%) of the total, and more Kits and Media with 138 or (57%) of the total. Clusters represented totaled 246 or (50%) at Dunedin.

Sixteenth Street Junior High reported the highest percentage of student contacts with 6,844 (62%) of the total; clusters numbered 197 (40%) and Field Trips 16 or (99%) of the total.

COMPARISON OF TOTAL CAREER EDUCATION ACTIVITIES FOR POST-SECONDARY INITIATED AND CONDUCTED BY GUIDANCE PERSONNEL AS REPORTED IN PROCESS DIARIES

School	School Enroll-ment		Total Activities by Career Education Elements												Total Activities by Occupational Cluster			
			Goal-Oriented Activities		Times Actıvitites Conducted		Student Contacts		Grade Level Served		Community Resource Persons		Kits, Other Media		Goal-Oriented Activity		Field Trips to Business, Industry	
		%		%		%		%				%		%		%		
City Center for Learning	1,710 *	61	92	55	177	29	6,539	65	Elementary Jr. High Sr. High Post-Secondary	2 26 8 15	44	49	61	80	19	26	---	--
Pinellas Vo-Tech Insti-tute	1,090 *	39	76	45	434	71	3,452	35	Jr. High Sr. High Post Sec	18 14 13	45	51	15	20	54	74	---	--
TOTAL	2,800		168		611		9,991				89		76		73			

*Daytime enrollment

In grades 13-14, City Center for Learning reported the highest percentage of activities by career education element with 92 or (55%) of the total; Student contacts numbered 6,539 or (65%) of the total; and the use of Kits and Media totaled 61 or (80%).

Pinellas Vocational-Technical Institute was highest in Community Resource Persons with 45 or (51%) of the total and 54 or (74%) of the Clusters.

COMPARISON OF TOTAL CAREER EDUCATION ACTIVITIES FOR ALL SCHOOLS*
INITIATED AND CONDUCTED BY GUIDANCE PERSONNEL AS REPORTED IN PROCESS DIARIES

			Total Activities by Career Education Elements												Total Activities by Occupational Cluster			
School	School Enroll-ment		Goal-Oriented Activities		Times Activities Conducted		Student Contacts		Grade Level Served		Community Resource Persons		Kits, Other Media		Goal-Oriented Activity		Field Trips to Business Industry	
		%		%		%		%				%		%		%		%
Campbell Park Elementary	599	10	105	9	450	13	11,428	16	K-1 40 2nd 25 3rd 25	4th 29 5th 20 6th 42	26	11	97	14	33	4	70	20
Eisenhower Elementary	1,119	18	389	35	1,303	36	14,381	20	Kindergarten 10 Primary 96 Intermediate 106		102	41	109	15	144	17	34	10
Lakeview Elementary	355	6	61	6	534	15	8,227	11	K-1 22 2nd 9 3rd 9	4th 9 5th 11 6th 12	22	9	68	10	58	7	19	5
Palmetto Elementary	399	6	252	23	702	19	26,811	37	K-1 107 2nd 58 3rd 60	4th 63 5th 75 6th 63	30	12	191	27	117	14	215	61
Clearwater Comprehensive Junior High	482	8	12	1	90	2	2,760	4	7th 12 8th 62 9th 49		8	3	12	2	51	6	1	1
16th Street Junior High	1,265	21	111	10	272	8	6,844	10	7th 17 8th 62 9th 49		17	7	91	13	197	23	16	3
Dunedin Senior High	1,914	31	184	16	260	7	1,499	6	10th 78 11th 54 12th 115		42	17	138	19	246	29	---	--
TOTAL	6,073		1,114		3,611		71,950				247		706		846		355	

When total school activities are compared, Eisenhower Elementary ranked highest in elements with 389 or (35%) of the total, and also in Community Resource Persons with 102 or (41%) of the total reported. Palmetto Elementary reported the highest percentage of student contacts with 26,811 or (37%); Use of Kits and Media with 191 or (27%); and Field Trips with 215 or (61%) of the total reported. Sixteenth Street Junior High reported the highest percentage of cluster activity with 197 or (23%) of the total reported.

City Center for Learning and Pinellas Vocational-Technical Institute, both post-secondary institutions, are reported separately due to the nature and structure of school operations.

TOTAL CAREER EDUCATION ACTIVITIES BY OCCUPATIONAL CLUSTER - ALL SCHOOLS

	OCCUPATIONAL CLUSTER NO.*															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
Campbell Park	14	1	5	5	0	0	1	5	0	1	0	0	0	0	1	33
Eisenhower	15	10	7	7	15	4	9	22	9	5	6	6	3	22	4	144
Lakeview	6	5	6	3	3	9	2	4	2	2	2	2	2	5	5	58
Palmetto	19	7	9	6	2	3	2	6	11	6	7	9	5	7	18	117
Clearwater Comp.	5	5	4	2	5	2	3	5	2	2	2	5	2	2	5	51
16th St. Jr.	14	17	19	13	14	11	11	14	13	12	12	13	12	14	10	199
Dunedin	15	14	18	19	20	14	12	20	15	13	12	15	19	22	18	246
City Center for Learn.	1	3	2	1	3	0	0	2	1	1	1	1	1	1	1	19
Pinellas Vo-Tech Inst.	5	7	7	7	7	7	7	7	0	0	0	0	0	0	0	54
Total	94	69	77	63	69	50	47	85	53	42	42	51	44	73	62	921
%	10.2	7.5	8.4	7.0	7.5	5.4	5.0	9.2	5.8	4.5	4.5	5.6	4.7	8.0	6.7	100.0

*No.

1. Agri-Business/Natural Resources
2. Business and Office
3. Communication and Media
4. Construction
5. Consumer/Homemaking Education
6. Environment
7. Fine Arts and Humanities
8. Health
9. Hospitality and Recreation
10. Manufacturing
11. Marine Science
12. Marketing and Distribution
13. Personal Services
14. Public Services
15. Transportation

An analysis of the chart above indicates that on the whole about equal attention was given to all clusters by counselors and occupational specialists. The results tend to support the career education concept of broad orientation to all types of employment opportunities for all students rather than in-depth concentration on only a few.

TOTAL CAREER EDUCATION ACTIVITIES BY ELEMENT - ALL SCHOOLS

	CAREER EDUCATION ELEMENT NO.*								
	1	2	3	4	5	6	7	8	Total
Campbell Park Elementary	36	44	2	2	1	0	4	16	105
Eisenhower Elementary	136	119	41	20	4	11	9	49	389
Lakeview Elementary	19	16	8	1	8	4	3	2	61
Palmetto Elementary	88	69	6	11	30	8	19	21	252
Clearwater Comprehensive Junior High	3	4	0	1	0	0	0	4	12
16th Street Junior High	20	41	2	2	15	0	12	19	111
Dunedin Senior High	19	60	0	2	12	0	44	47	184
City Center for Learning	9	30	1	2	6	0	22	22	92
Pinellas Vo-Tech Institute	12	18	0	2	8	1	17	18	76
Total	342	401	60	43	84	24	130	198	1282
%	27	31	5	3	7	2	10	15	100%

*No.

1. Self Awareness
2. Career Awareness
3. Appreciations, Attitudes
4. Economic Awareness
5. Decision-Making Skills
6. Skill Awareness
7. Employability Skills
8. Educational Awareness

An analysis of the chart above indicates that activities by counselors and occupational specialists focused on Career Awareness with 401 (31%) and Self Awareness with 342 (27%) Educational Awareness with 198 (15%) and Employability Skills with 130, or 10%, receiving slightly less emphasis. However, without doubt, the central focus was on self awareness and career awareness. Emphases provided through academic, vocational and guidance experiences will ultimately bring the remaining six elements into an apparent, meaningful, and articulated pattern of instruction.

PARENT AND STAFF ATTITUDES TOWARD CAREER EDUCATION

Forms H-9a (Parent Attitude Survey) and H-10a (Staff and Administrator Attitude Survey) were distributed to both Pilot and Control Schools. Principals were asked to distribute parent forms on a random basis, generally to 15 students in each grade level. The selected students took the forms home with an envelope in which the completed form was to be sealed and returned to the school for delivery to the Career Education Office. The Staff and Administrator form was distributed to all teachers, counselors, administrators, and other staff. Distribution and return figures were as follows:

	Parent Forms			Staff and Administrator Forms		
School	No. Distributed	No. Ret'd	% Ret'd	No. Distributed	No. Ret'd	% Ret'd
Bauder Elementary*	90	72	80%	40	35	88%
Campbell Park Elementary	105	67	63%	28	26	93%
City Center for Learning	-	-	-	30	21	70%
Clearwater Comp. Jr.High	150	87	58%	45	26	58%
Curtis Elementary	105	67	63%	16	11	69%
Dunedin High School	90	38	42%	95	53	56%
Eisenhower Elementary	105	61	58%	46	36	78%
Lakeview Elementary	105	78	74%	20	18	90%
Madeira Beach Elementary	105	63	60%	25	19	76%
Palmetto Elementary	105	70	67%	18	15	83%
Pinellas Vocational-Technical Institute	-	-	-	92	70	76%
Northeast High School**	80	–	0%	100	58	58%
North Shore Elementary	105	56	53%	22	11	50%
16th Street Junior High	90	21	23%	73	27	37%
South Side Junior High	90	22	24%	43	13	30%
	1325	702	53%	700	439	63%

Total Distributed to Parents and Staff	2025
Total Returned from Parents and Staff	1141
% of Total Returned	56%

*No kindergarten.

**Late distribution caused lack of returns.

The Parent (H-9a) and the Staff and Administrator (H-10a) survey forms were identical except for the accompanying cover letters. These forms appear on Pages 268 through 275.

Page 1 of the forms (directly following the cover letters) was inadvertently omitted from a large percentage of the survey forms. It seemed futile to compile data from those copies which were complete, since the defective copies were distributed in such varying numbers throughout both control and pilot schools. The page contained blanks for indicating the following:

> Name of School: This information was otherwise available, since each school's returns were recapped as a group.
>
> Status of Respondent: I.e., Junior High Teacher, Elementary Teacher, Counselor, Occupational Specialist, Principal, etc.
>
> Grades (or grades) involved with.
>
> Information to show whether respondent was involved in a Career Education workshop during the previous summer.
>
> Rank ordering of teaching activities (e.g., teaching for college entrance exams, teaching basic skills, teaching content, etc.), according to the importance attached to the activities by each respondent.

Only Items 1 through 48 are covered in this report. The remaining data (from Questions 49-66) could not be reduced or analyzed because of the lack of sufficient staff and funds during this fiscal year.

Items 1 through 40 required STRONGLY AGREE, AGREE, DISAGREE, or STRONGLY DISAGREE answers. The tabulations on Pages 255 through 264 provide the following data: (a) Percent of parents and staff giving each of the four responses to each item; and (b) Total numbers of parents and staff (as well as percentages) agreeing and disagreeing on each item. The analysis below is based on the latter tabulation.

In their responses, parents and staff demonstrated highly positive attitudes toward Career Education. They believe that schools should provide opportunities to investigate various occupations. Both groups definitely favor the involvement of industry groups in Career Education programs, and they do not regard Career Education as "just another fad that will soon be forgotten."

Staff and administrators expressed even more positive views about Career Education than parents did, on 36 out of the 40 items. The following items elicited the most agreement from staff and administrators:

Item No.	Statement	% Agreeing
8	An understanding and acceptance of self is important throughout life.	100
15	Schools should provide opportunities to investigate various occupations.	99
39	Career Education will be of long-term value to girls as well as boys.	99
13	Education and work are interrelated.	98
7	You don't need a college degree to be a success.	98
38	Industry representatives should become involved in Career Education programs.	98
3	Elementary schools should teach reading, writing, and arithmetic skills along with an orientation to the world of work.	97
5	Students need more information about the world of work.	97
10	Both environment and individual potential influence career development.	97

At the other end of the scale, fewer staff and administrators agreed with this statement than with any of the others:

40	Career Education is just another fad that will soon be forgotten.	20

Rejection of Statement No. 40 represented a positive attitude toward Career Education.

All in all, the staff and administrators demonstrated their conviction that career education has great value, and accepted many of its key concepts. This acceptance is evidence of a positive professional climate for Career Education in Pinellas County.

Parents in Pinellas County strongly feel that an understanding and acceptance of self is important throughout life. They believe that the skill training offered to a student should be related to interests, aptitudes, values, and abilities.

More parents agreed with these statements than with any other items:

Item No.	Statement	Percent Agreeing
8	An understanding and acceptance of self is important throughout life.	98
16	The skill training offered to a student should be related to interests, aptitudes, values, and abilities.	98
9	Persons need recognition as having dignity and worth.	96
10	Both environment and individual potential influence career development.	96
11	Job characteristics and individuals must be flexible in a changing society.	96
15	Schools should provide opportunities to investigate various occupations.	96
38	Industry representatives should become involved in Career Education programs.	96
39	Career Education will be of long-term value to girls as well as boys.	96

The conclusion that parents favor Career Education is reinforced by the fact that the majority disagreed with only one statement:

40	Career Education is just another fad that will soon be forgotten	9

These results reflect an overwhelmingly positive attitude toward Career Education among parents of Pinellas County school children.

Looking at combined parent and staff totals for the 40 items, the following elicited the greatest contrasts in response:

ITEM NO.	STATEMENT	COMBINED PARENT & STAFF RESPONSES NO. AGREEING	NO. DISAGREEING
38	Industry representatives should become involved in Career Education programs.	852	29
39	Career Education will be of long-term value to girls as well as boys.	861	29
15	Schools should provide opportunities to investigate various occupations.	895	23
16	The skill training offered to a student should be related to interests, aptitudes, values, and abilities.	864	15
8	An understanding and acceptance of self is important throughout life.	862	13

The highest number of DISAGREE responses for the combined parent-staff groups came in these items:

40	Career Education is just another fad that will soon be forgotten.		747*
37	There are few areas in the school program more important than career education that need our time, money, and effort.		314
27	Students should receive credit toward graduation for any supervised job.		243
23	Students should be permitted to miss regular classes in order to go on a field trip with another class.		236
34	Our local community should pay for career education if the state and federal governments cannot.		218

*Indicating a positive attitude toward Career Education.

Item No.	Statement	No. Disagreeing
24	As part of the high school program, students should be permitted to leave school during the day to go to work.	198
30	Most high school graduates are not prepared to enter the working world.	193

Interestingly, in four of these seven items, parents and staff appeared to have some misgivings about involving the student in work or field trips to the detriment of other school work.

It should be noted that on all of these items a great majority expressed agreement with Career Education concepts. It seems clear from the survey, however, that two priorities are essential in order to resolve misunderstandings about Career Education concepts: more in-service training, and more community information and involvement. The project and the community will benefit from the resulting interchange of ideas and agreement on direction and programs for the school children of the county.

Items #41-48 required the ranking of the eight Career Education elements in order of importance as determined by how respondents felt these elements should be considered in the school curriculum.

41. Career Awareness: developing occupational awareness for all children from grades K-14.

42. Self-Awareness: knowledge of one's own capabilities and relationships with others.

43. Favorable Attitudes: toward school and careers.

44. Decision-Making Skills: ability to make meaningful choices.

45. Basic Skills (e.g. reading, writing, and math) Leading to Beginning Competence Skills Required for Placement and Employment.

46. Employability Skills: job-seeking and job-keeping skills.

47. Educational Awareness: a lifelong relationship between education and work leading to different interests and life styles.

48. Economic Awareness: recognizing a demand for one's own services and products.

Staff and parent rankings (by percent of total) are shown on Page 265. The tabulation following those separate rankings (Page 266) reports the combined number of respondents, with percentages, ranking the elements in each position--1 through 8.

Top importance was given to Self Awareness, Item 42, by 40% of the respondents. The eight elements accumulated the following #1 choices:

42.	Self Awareness	40%
45.	Basic Skills Leading to Beginning Competence Skills required for Placement and Employment	36%
43.	Favorable Attitudes	11%
41.	Career Awareness	5%
47.	Educational Awareness	4%
44.	Decision-Making Skills	2%
48.	Economic Awareness	1%
46.	Employability Skills	1%

In the combined group, Self Awareness and Basic Skills leading to Beginning Competence Skills were the definite leaders for the No. 1 spot. This is also true if the total is separated into two groups; but the relative importance of the two elements then changes somewhat:

	Staff	Parents
Self Awareness	51%	35%
Basic Skills Leading to Beginning Competence Skills Required for Placement and Employment	22%	43%

From either viewpoint, these two elements were voted #1 or #2 by approximately three-fourths of the respondents.

The elements ranked lowest in importance, combining parent and staff totals, were #46, Employability Skills (ranked #8 by 35% of the group; #7 by 30%); and Economic Awareness (ranked #7 by 29%; #8, also by 29%). Separating staff and parent figures did not change the rankings significantly.

If the eight elements are divided into two groups--those ranked by most respondents at the top half of the scale, and those ranked predominantly in the lower half--combined parent-staff rankings are as follows:

		% Ranking Element at Top of Group	% Ranking Element at Bottom of Group
42.	Self Awareness	86%	
45.	Basic Skills Leading to Beginning Competence Skills Required for Placement and Employment	79%	
43.	Favorable Attitudes	76%	
44.	Decision-Making Skills	61%	
46.	Employability Skills		88%
48.	Economic Awareness		86%
41.	Career Awareness		68%
47.	Educational Awareness		58%

It is interesting to note the pattern of the combined parent-staff rankings of these elements:

	#1	#2	#3	#4	#5	#6	#7	#8
Self Awareness	40%	22%	14%	10%	5%	4%	3%	2%
Basic Skills Leading to Beginning Competence Skills Required for Placement and Employment	36%	15%	14%	14%	10%	6%	3%	2%
Employability Skills	1%	3%	3%	5%	8%	15%	30%	35%
Economic Awareness	1%	2%	5%	6%	11%	17%	29%	29%

Self Awareness received the most #1 rankings, then received rankings from #2 to #8 in descending order. Basic skills rankings followed the same orderly pattern.

Employability skills reversed this pattern: Only one percent ranked this element #1; three percent ranked it #2; three percent ranked it #3, and on up, progressively, to 35% ranking Employability Skills at #8. Economic Awareness repeated this pattern.

These patterns apparently indicate strong feeling as to the importance or lack of importance or lack of importance of these four elements.

The rankings for Educational Awareness and Decision-Making skills peaked in the middle area. In the case of Educational Awareness, the definition of the item may have resulted in varied interpretations.

The fact that four elements (Self Awareness, Basic Skills, Employability Skills, and Economic Awareness) received their ratings in perfect ascending or descending quantities along the #1 to #8 scale appears to indicate that the community has some strong feelings on the emphasis (or lack of emphasis) that should be devoted to these elements in the schools of Pinellas County.

H-9a, H-10a

PARENT AND STAFF ATTITUDE SURVEY
PINELLAS COUNTY CAREER EDUCATION SURVEY

PERCENTAGES OF PARENTS AND STAFF RESPONDING STRONGLY AGREE, AGREE, DISAGREE, STRONGLY DISAGREE FOR EACH ITEM, NO. 1 THROUGH NO. 40

Directions: Please read each statement carefully. There are no right or wrong answers. Just check the line under STRONGLY AGREE, AGREE, DISAGREE, or STRONGLY DISAGREE, whichever best describes how you feel about each statement.

	STRONGLY AGREE (%)		AGREE (%)		DISAGREE (%)		STRONGLY DISAGREE (%)	
	Parent	Staff	Parent	Staff	Parent	Staff	Parent	Staff
1. Elementary school is not too early for a student to start thinking about career possibilities.	14	33	61	48	19	16	6	3
2. Career education should be available to students from kindergarten through adult life.	17	39	57	50	22	9	4	2
3. Elementary schools should teach reading, writing, and arithmetic skills along with an orientation to the world of work.	38	51	53	46	8	3	1	-
4. An effective program of career education would lower the school dropout rate.	31	33	55	63	13	4	1	-
5. Students need more information about the world of work.	30	38	62	59	7	3	1	-
6. Most people finish high school not knowing what kind of career they prefer.	40	36	48	59	11	5	1	-
7. You don't need a college degree to be a success.	41	61	47	37	10	2	2	-
8. An understanding and acceptance of self is important throughout life.	69	78	29	22	1	-	1	-

	STRONGLY AGREE (%)		AGREE (%)		DISAGREE (%)		STRONGLY DISAGREE (%)	
	Parent	Staff	Parent	Staff	Parent	Staff	Parent	Staff
9. Persons need recognition as having dignity and worth.	59	61	37	33	3	-	1	-
10. Both environment and individual potential influence career development.	43	48	53	49	3	3	1	-
11. Job characteristics and individuals must be flexible in a changing society.	29	41	67	55	4	4	-	-
12. Most individuals can learn to perform adequately in a variety of occupations.	15	26	66	64	17	10	2	-
13. Education and work are interrelated.	28	39	65	59	6	1	1	1
14. A career education program should stress all jobs as important.	35	47	58	48	6	5	1	-
15. Schools should provide opportunities to investigate various occupations.	27	37	69	62	3	1	1	-
16. The skill training offered to a student should be related to interests, aptitudes, values, and abilities.	37	46	61	53	2	1	-	-
17. The Career Education program will help students make realistic career choices.	21	24	73	72	5	4	1	-
18. Students should make their own career choices.	30	30	64	66	6	4	-	-
19. Foreign language teachers should show students how foreign languages are used in careers	18	29	76	67	5	4	1	-

	STRONGLY AGREE (%)		AGREE (%)		DISAGREE (%)		STRONGLY DISAGREE (%)	
	Parent	Staff	Parent	Staff	Parent	Staff	Parent	Staff
20. The ways mathematics can be used in jobs can be taught in math courses.	25	30	69	64	5	6	1	-
21. Students of history should be told about jobs in this field.	16	27	78	69	5	4	1	-
22. Courses such as art and music should include information about job possibilities in those fields.	18	29	75	66	6	4	1	1
23. Students should be permitted to miss regular classes in order to go on a field trip with another class.	11	23	54	66	29	11	6	0
24. As part of the high school program, students should be allowed to leave school during the day to go to work.	13	23	56	70	24	6	7	1
25. Students should experience various kinds of work before leaving high school.	15	22	62	67	21	10	2	1
26. Students need at least one paying job before leaving high school.	18	22	59	60	20	17	3	1
27. Students should receive credit toward graduation for any supervised job.	15	23	54	56	28	20	3	1
28. College-bound students should make tentative career choices while in high school.	19	19	68	66	11	14	2	1

	STRONGLY AGREE (%)		AGREE (%)		DISAGREE (%)		STRONGLY DISAGREE (%)	
	Parent	Staff	Parent	Staff	Parent	Staff	Parent	Staff
29. If schools were career-oriented, they would be useful to more students.	26	31	62	61	11	8	1	-
30. Most high school graduates are not prepared to enter the working world.	25	27	52	54	21	18	2	1
31. Parents are needed in career education programs.	14	24	67	68	18	7	1	1
32. Elementary students would benefit from having people come to school to talk about their jobs.	15	30	63	60	20	9	2	1
33. Visits from industrial chemists would create more interest in a chemistry class.	21	28	72	66	7	6	-	-
34. Our local community should pay for career education if the state and federal governments cannot.	14	21	56	62	24	15	6	2
35. Career education will cost money, but it will benefit society because of an increase in satisfactory employment.	20	27	68	69	9	4	3	-
36. The quality of education would be improved by an emphasis on work and occupations.	15	21	60	65	22	13	3	1
37. There are few areas in the school program more important than career education that need our time, money, and effort.	12	15	49	54	33	27	6	4

	STRONGLY AGREE (%)		AGREE (%)		DISAGREE (%)		STRONGLY DISAGREE (%)	
	Parent	Staff	Parent	Staff	Parent	Staff	Parent	Staff
38. Industry representatives should become involved in Career Education programs.	23	30	73	68	3	2	1	-
39. Career Education will be of long-term value to girls as well as boys.	26	33	70	66	-	1	-	-
40. Career Education is just another fad that will soon be forgotten.	3	7	6	13	60	47	31	33

AGREE VS. DISAGREE: PARENT AND STAFF COMBINED

		AGREE					DISAGREE				
No.		Total Parent	%	Total Staff	%	Total Agree	Total Parent	%	Total Staff	%	Total Disagree
1.	Elementary school is not too early for a student to start thinking about career possibilities.	369	75	209	81	578	122	25	48	19	170
2.	Career education should be available to students from kindergarten through adult life.	436	74	241	89	677	151	26	30	11	181
3.	Elementary schools should teach reading, writing, and arithmetic skills along with an orientation to the world of work.	543	91	262	97	805	53	9	8	3	61
4.	An effective program of career education would lower the school dropout rate.	513	86	257	96	770	80	14	13	4	93
5.	Students need more information about the world of work.	531	92	263	97	794	43	8	8	3	51
6.	Most people finish high school not knowing what kind of career they prefer.	451	88	255	95	706	60	12	16	5	76
7.	You don't need a college degree to be a success.	545	88	268	98	813	72	12	4	2	76
8.	An understanding and acceptance of self is important throughout life.	586	98	276	100	862	13	2	---	--	13
9.	Persons need recognition as having dignity and worth.	572	96	271	94	843	22	4	1	--	23

PINELLAS COUNTY CAREER EDUCATION SURVEY
PARENT AND STAFF ATTITUDES

AGREE VS. DISAGREE: PARENT AND STAFF COMBINED

No.		AGREE					DISAGREE				
		Total Parent	%	Total Staff	%	Total Agree	Total Parent	%	Total Staff	%	Total Disagree
10.	Both environment and individual potential influence career development.	572	96	272	97	844	23	4	10	3	33
11.	Job characteristics and individuals must be flexible in a changing society.	567	96	259	96	826	24	4	11	4	35
12.	Most individuals can learn to perform adequately in a variety of occupations.	486	81	245	90	731	110	19	29	10	139
13.	Education and work are interrelated.	543	93	266	98	809	38	7	6	2	44
14.	A career education program should stress all jobs as important.	551	93	247	95	798	40	7	14	5	54
15.	Schools should provide opportunities to investigate various occupations.	570	96	325	99	895	21	4	2	1	23
16.	The skill training offered to a student should be related to interests, aptitudes, values, and abilities.	549	98	315	96	864	13	2	2	1	15
17.	The Career Education program will help students make realistic career choices.	516	94	296	96	812	35	6	14	4	49
18.	Students should make their own career choices.	514	94	303	96	817	32	6	13	4	45
19.	Foreign language teachers should show students how foreign languages are used in careers.	553	94	304	96	857	33	6	14	4	47

PINELLAS COUNTY CAREER EDUCATION SURVEY
PARENT AND STAFF ATTITUDES

AGREE VS. DISAGREE: PARENT AND STAFF COMBINED

			AGREE				DISAGREE				
No.		Total Parent	%	Total Staff	%	Total Agree	Total Parent	%	Total Staff	%	Total Disagree
20.	The ways mathematics can be used in jobs can be taught in mathematics courses.	554	94	302	94	856	34	6	19	6	53
21.	Students of history should be told about jobs in this field.	538	94	310	96	848	33	6	13	4	46
22.	Courses such as art and music should include information about job possibilities in those fields.	562	93	305	95	867	38	7	15	5	53
23.	Students should be permitted to miss regular classes in order to go on a field trip with another class.	370	65	276	89	646	202	35	34	11	236
24.	As part of the high school program, students should be allowed to leave school during the day to go to work.	401	69	292	93	693	178	31	20	7	198
25.	Students should experience various kinds of work before leaving high school.	444	77	281	89	725	128	23	34	11	162
26.	Students need at least one paying job before leaving high school.	444	77	242	82	162	134	23	54	18	188
27.	Students should receive credit toward graduation for any supervised job.	399	69	244	79	686	177	31	66	21	243

PINELLAS COUNTY CAREER EDUCATION SURVEY
PARENT AND STAFF ATTITUDES

AGREE VS. DISAGREE: PARENT AND STAFF COMBINED

No.		AGREE					DISAGREE				
		Total Parent	%	Total Staff	%	Total Agree	Total Parent	%	Total Staff	%	Total Disagree
28.	College bound students should make tentative career choices while in high school.	510	87	244	85	754	76	13	48	15	124
29.	If schools were career-oriented, they would be useful to more students.	505	88	293	92	798	72	12	24	8	96
30.	Most high school graduates are not prepared to enter the working world.	442	77	254	81	696	133	23	60	19	193
31.	Parents are needed in career education programs.	457	81	289	92	746	103	19	26	8	129
32.	Elementary students would benefit from people coming to school to talk about their jobs.	459	78	277	90	736	130	22	30	10	160
33.	Visits from industrial chemists would create more interest in a chemistry class.	538	93	288	94	826	38	7	18	6	56
34.	Our local community should pay for career education if the state and federal government cannot.	380	70	256	83	636	166	30	52	17	218
35.	Career education will cost money but will be a benefit for society because of an increase in satisfactory employment.	489	88	300	96	789	64	12	14	4	78

No.		AGREE					DISAGREE				
		Total Parent	%	Total Staff	%	Total Agree	Total Parent	%	Total Staff	%	Total Disagree
36.	The quality of education would be improved by an emphasis on work and occupations.	424	75	261	86	685	137	25	42	14	179
37.	There are few areas in the school program more important than career education that need our time, money, and effort.	340	61	211	69	551	217	39	97	31	314
38.	Industry representatives should become involved in career education programs.	544	96	308	98	852	23	4	6	2	29
39.	Career education will be of long-term value to girls as well as boys.	550	96	311	99	861	25	4	4	1	29
40.	Career education is just another fad that will soon be forgotten.	50	9	58	20	108	513	91	234	80	747

RANKING OF THE EIGHT CAREER EDUCATION ELEMENTS BY PARENTS AND SCHOOL STAFFS

Elements	Staff Rankings (%)								Parent Rankings (%)							
	#1	#2	#3	#4	#5	#6	#7	#8	#1	#2	#3	#4	#5	#6	#7	#8
41. CAREER AWARENESS	7%	7%	12%	15%	16%	20%	11%	12%	4%	4%	8%	10%	16%	24%	14%	20%
42. SELF AWARENESS	51%	20%	8%	8%	4%	4%	3%	2%	35%	23%	17%	11%	5%	4%	2%	3%
43. FAVORABLE ATTITUDES	11%	27%	22%	21%	9%	5%	3%	2%	10%	28%	21%	15%	11%	7%	5%	3%
44. DECISION-MAKING SKILLS	3%	15%	24%	21%	13%	15%	5%	4%	2%	14%	22%	22%	19%	10%	8%	3%
45. BASIC SKILLS LEADING TO BEGINNING COMPETENCE SKILLS	22%	18%	15%	16%	14%	8%	4%	3%	43%	14%	13%	12%	8%	5%	3%	2%
46. EMPLOYABILITY SKILLS	1%	4%	3%	3%	10%	15%	30%	34%	1%	3%	3%	6%	7%	15%	30%	35%
47. EDUCATIONAL AWARENESS	3%	8%	12%	12%	24%	20%	14%	7%	4%	12%	10%	18%	21%	17%	9%	9%
48. ECONOMIC AWARENESS	1%	2%	4%	6%	10%	15%	28%	34%	1%	2%	5%	6%	11%	19%	29%	27%

RANKING OF THE EIGHT CAREER EDUCATION ELEMENTS
(Combined Figures - Staff & Parents)

Ranked: Element	#1		#2		#3		#4		#5		#6		#7		#8	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
CAREER AWARENESS	46	5%	47	5%	90	10%	109	12%	147	16%	213	23%	118	12%	164	17%
SELF AWARENESS	375	40%	202	22%	134	14%	95	10%	46	5%	35	4%	24	3%	21	2%
FAVORABLE ATTITUDES	100	11%	257	27%	196	21%	157	17%	95	10%	60	6%	43	5%	26	3%
DECISION-MAKING SKILLS	21	2%	134	14%	214	23%	200	22%	162	17%	110	12%	65	7%	27	3%
BASIC SKILLS LEADING TO BEGINNING COMPETENCE SKILLS	336	36%	140	15%	130	14%	126	14%	94	10%	56	6%	30	3%	19	2%
EMPLOYABILITY SKILLS	8	1%	32	3%	27	3%	48	5%	78	8%	137	15%	280	30%	322	35%
EDUCATIONAL AWARENESS	37	4%	103	11%	99	11%	148	16%	205	22%	163	17%	100	11%	76	8%
ECONOMIC AWARENESS	12	1%	21	2%	41	5%	55	6%	103	11%	162	17%	267	29%	272	29%

Pinellas County
Career Education Survey

H-9a
Parent Form
5/1/73

Dear Parent:

The purpose of this survey is to obtain your feelings about Career Education.

We will very much appreciate it if one parent will complete this form. Even if you do not complete it, will you please return it to the school within the next day or two? If more than one child brings a form home, simply return the extra ones to the school.

Please seal your survey in the envelope we have provided. Your envelope will not be opened until it reaches the Career Education Office, and your answers will be held in strict confidence.

We appreciate your effort in this survey. With your help, we will be able to develop a Career Education program to better serve the children of Pinellas County and the State of Florida.

Sincerely,

Myrtle E. Hunt, Director
Pinellas County Career Education Project
850 - 34th Street South
St. Petersburg, Florida 33711

Before starting, please check one of the categories below:

This survey is being completed by:
Mother ____________ Father ____________

Information about the head of the household:
Present Occupation ______________________________

(Check all that apply)

Graduated from: High School ________ Trade School ____________
Technical School ____________ Business School ____________
Junior College ____________ 4 yr College or University ______
Other ________________ Specify ________________

5

H-10a
4/2/73
Staff & Adm. Survey

CAREER EDUCATION SURVEY

The purpose of this survey is to obtain your feelings about Career Education.

We appreciate your help in completing this survey. Through your efforts we will be able to develop a Career Education program that will ultimately better serve the children of Pinellas County and the State of Florida.

Sincerely,

Myrtle E. Hunt, Director
Pinellas County
Career Education Project

4/2/73 Date ______________

DIRECTIONS: Please check the appropriate spaces:

A. This survey came to me from ______________________________
Name of School

B. I am a:

__Student
__Parent
__K-6 Teacher
__Junior-High Teacher
__Senior-High Teacher
__Post-Secondary Teacher
__Teacher Aide
__Guidance Counselor
__Occupational Specialist
__Media Specialist
__Teacher
__Vice Principal
__Dean of boys or girls
__Other Staff

C. I am (or my children are) involved with grade(s): (CIRCLE appropriate levels)

K 1 2 3 4 5 6 7 8 9 10 11 12 13 14 Adult Education

D. Did you participate in a workshop conducted by the Career Education Staff from June 16 to July 28, 1972? __ Yes __ No

DIRECTIONS: Arrange the statement in their order of importance as YOU think they should be considered by schools. Write 1. in the space beside the statement you feel is most important, 2. in the space next most important -- and so on, through your 10th choice.

____Teaching for college entrance exams.

____Helping students know more about themselves.

____Helping students find lifelong interests from education, so that they may pursue different life styles.

____Teaching content such as facts or information about persons, places and things.

____Understanding the economic rewards of work; i.e. finding a demand for one's own services or products.

____Teaching basic skills such as reading, writing, and mathematics, as well as other skills needed for employment.

____Developing favorable attitudes toward schooling and careers.

____Developing the occupational awareness of all students from kindergarten through grades 14.

____ Practice in decision making.

____Developing job seeking and job keeping skills.

DIRECTIONS: Please read each statement carefully. There are no right or wrong answers. Just check the line under STRONGLY AGREE, AGREE, DISAGREE, OR STRONGLY DISAGREE, whichever best describes how you feel about each statement.

STRONGLY AGREE	AGREE	DIS-AGREE	STRONGLY DISAGREE	
____	____	____	____	1. Elementary school is not too early for a student to start thinking about career possibilities.
____	____	____	____	2. Career education should be available to students from kindergarten through adult life.
____	____	____	____	3. Elementary schools should teach reading, writing, and arithmetic skills along with an orientation to the world of work.
____	____	____	____	4. An effective program of career education would lower the school dropout rate.
____	____	____	____	5. Students need more information about the world of work.
____	____	____	____	6. Most people finish high school not knowing what kind of career they prefer.
____	____	____	____	7. You don't need a college degree to be a success.
____	____	____	____	8. An understanding and acceptance of self is important throughout life.
____	____	____	____	9. Persons need recognition as having dignity and worth.
____	____	____	____	10. Both environment and individual potential influence career development.
____	____	____	____	11. Job characteristics and individuals must be flexible in a changing society.

STRONGLY AGREE	AGREE	DIS-AGREE	STRONGLY DISAGREE		
______	____	____	______	12.	Most individuals can learn to perform adequately in a variety of occupations.
______	____	____	______	13.	Education and work are interrelated.
______	____	____	______	14.	A career education program should stress all jobs as important.
______	____	____	______	15.	Schools should provide opportunities to investigate various occupations.
______	____	____	______	16.	The skill training offered to a student should be related to interests, aptitudes, values, and abilities.
______	____	____	______	17.	The Career Education program will help students make realistic career choices.
______	____	____	______	18.	Students should make their own career choices.
______	____	____	______	19.	Foreign language teachers should show students how foreign languages are used in careers.
______	____	____	______	20.	The ways mathematics can be used in jobs can be taught in mathematics courses.
______	____	____	______	21.	Students of history should be told about jobs in this field.
______	____	____	______	22.	Courses such as art and music should include information about job possibilities in those fields.

STRONGLY AGREE	AGREE	DIS-AGREE	STRONGLY DISAGREE	
______	______	______	______	23. Students should be permitted to miss regular classes in order to go on a field trip with another class.
______	______	______	______	24. As part of the high school program, students should be allowed to leave school during the day to go to work.
______	______	______	______	25. Students should experience various kinds of work before leaving high school.
______	______	______	______	26. Students need at least one paying job before leaving high school.
______	______	______	______	27. Students should receive credit toward graduation for any supervised job.
______	______	______	______	28. College bound students should make tentative career choices while in high school.
______	______	______	______	29. If schools were career-oriented, they would be useful to more students.
______	______	______	______	30. Most high school graduates are not prepared to enter the working world.
______	______	______	______	31. Parents are needed in career education programs.
______	______	______	______	32. Elementary students would benefit from people coming to school to talk about their jobs.

STRONGLY AGREE	AGREE	DIS-AGREE	STRONGLY DISAGREE	
				33. Visits from industrial chemists would create more interest in a chemistry class.
				34. Our local community should pay for career education if the state and federal governments cannot.
				35. Career education will cost money but will be a benefit for society because of an increase in satisfactory employment.
				36. The quality of education would be improved by an emphasis on work and occupations.
				37. There are few areas in the school program more important than career education that need our time, money, and effort.
				38. Industry representatives should become involved in Career Education programs.
				39. Career Education will be of long-term value to girls as well as boys.
				40. Career Education is just another fad that will soon be forgotten.

DIRECTIONS: Rate the 8 elements of Career Education, from 1 through 8 according to their importance as you think they should be considered by schools.

________ 41. Career Awareness: developing occupational awareness for all children from grades K-14.

________ 42. Self-Awareness: knowledge of one's own capabilities and relationships with others.

________ 43. Favorable Attitudes: toward school and careers.

________ 44. Decision-Making Skills: ability to make meaningful choices.

________ 45. Basic Skills (e.g. reading, writing, and math) Leading to Beginning Competence Skills Required for Placement and Employment.

________ 46. Employability Skills: job-seeking and job-keeping skills.

________ 47. Educational Awareness: a lifelong relationship between education and work leading to different interests and life styles.

________ 48. Economic Awareness: recognizing a demand for one's own services and products.

DIRECTIONS: Indicate the grade levels at which we should begin to see some results.

K-3	4-6	7-9	10-12	13-14	
___	___	___	_____	_____	49. Career Awareness
___	___	___	_____	_____	50. Self-Awareness
___	___	___	_____	_____	51. Favorable Attitudes
___	___	___	_____	_____	52. Decision-Making Skills
___	___	___	_____	_____	53. Basic Skills Leading to Beginning Competence Skills
___	___	___	_____	_____	54. Employability Skills
___	___	___	_____	_____	55. Economic Awareness
___	___	___	_____	_____	56. Educational Awareness

DIRECTIONS: Indicate the grade levels at which we should begin to see how careers might relate to the following studies:

K-3	4-6	7-9	10-12	13-14	
___	___	___	___	___	57. Language Arts
___	___	___	___	___	58. Mathematics
___	___	___	___	___	59. Social Studies
___	___	___	___	___	60. Science
___	___	___	___	___	61. Foreign Language
___	___	___	___	___	62. Art
___	___	___	___	___	63. Music
___	___	___	___	___	64. Health
___	___	___	___	___	65. Physical Education
___	___	___	___	___	66. Vocational Subjects

Your comments: ____________________

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
795 Peachtree Street • Atlanta, Georgia 30308
Phone 875-8011 Area Code 404

July 11, 1973

Mrs. Myrtle Hunt
Director, Career Education Project
City Center for Learning
850 - 34 Street, South
St. Petersburg, Florida 33711

Re: Team Visit Report; Pinellas County
Career Education Project

Dear Myrtle:

Attached is the final report of the team review from May 14, 15, 16, 1973. You will note a number of suggestions that have been made by the team. I hope these will be helpful in your future planning and development.

If we may be of further help to you please let us know.

Sincerely,

B. E. Childers

B. E. Childers, Executive Secretary
Commission on Occupational Education
Institutions

BEC/bjh

cc: Ken Eaddy
Bernie Moore

PINELLAS COUNTY CAREER EDUCATION PROJECT

EVALUATION REPORT

COMMISSION ON OCCUPATIONAL EDUCATION INSTITUTIONS

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

Evaluators

Mrs. Mabelle Black
Mrs. Marquita McLean
Dr. Allen B. Moore
Dr. Marvin Robertson

Southern Association of
Colleges and Schools
Site Team Evaluation Report

Pinellas County Career Education Project

Site Team Members and Responsibilities

The site team visited the Pinellas County Career Education Project (PCCEP) on May 14, 15, and 16, 1973. Site team members were:

Dr. Allen B. Moore, Site Team Director

Mrs. Mabelle Black, Director for K-6 Component for 20 Projects,
State of Ohio, Columbus, Ohio

Mrs. Marquita McLean, Guidance and Counseling,
Cincinnati Public Schools
Cincinnati, Ohio

Dr. Marvin Robertson, Evaluation of Career and Vocational Education
Projects, State of Georgia
University of Georgia, Athens

Team members were responsible for reviewing, observing and evaluating various components of the PCCEP:

Dr. Moore, Career Education at the junior, senior, and post secondary levels

Mrs. Black, Career Education K-6

Mrs. McLean, Guidance and counseling objectives and K-junior high

Dr. Robertson, Placement and follow-up; linkage between junior, senior, and post secondary; and project evaluation

Agenda for Site Visit

Team members, PCCEP staff, principals and COST teams from each project school and various county school district staff including the Acting Superintendent met at breakfast on Monday, May 14, 1973, to highlight the Pinellas County Career Education Project. The agenda for the site team breakfast is appended to this report.

Each project school COST (Counselor, Occupational Specialist, and Teacher) Team was introduced by the school principal. The COST Team presented sound-on-slide highlights of career education in their school during the past year. Site Team members spent the afternoon of May 14 discussing the project with the PCCEP staff.

On May 15 and 16, 1973 site team members visited the nine (9) project schools:

Site Team Member	Schools Visited
Mrs. Black (Elementary)	Campbell Park Elementary Eisenhower Elementary Palmetto Elementary Lakeview Elementary
Mrs. McLean (Guidance & Counseling)	16th Street Junior High Eisenhower Elementary Lakeview Elementary
Dr. Robertson and Dr. Moore	Clearwater Comprehensive Junior High School Pinellas County Vocational Technical Institute Dunedin High School City Center for Learning

The Site Team reviewed their experiences, observations and sugges- with the PCCEP staff on May 16, 1973. Project strengths and suggestions for improvement complete this section.

Project Summary

Strengths

1. Career education activities are being implemented in each of the 9 project schools.
2. Teams of people in and out of the school are being utilized to implement the career education concept.
    a. COST Teams
    b. Project staff
    c. Advisory groups
3. Occupational specialists are working and supporting career education in all of the project schools.
4. The career education concept utilizes the guidance emphasis as well as skill development.
5. Workshops (summer 1972) were conducted for teachers and counselors in all of the project schools.
6. The State Department of Education in Florida and local projects recognize the PCCEP as exemplary.

Suggestions

1. Parent involvement in the PCCEP needs to be developed. Parents are a viable resource that should be utilized to assess effectiveness of the project, and to provide resources in and out of the classroom.
2. Teachers, counselors and occupational specialist need more information, experiences and training on implementing the career education concept.
3. A coordinated and sequenced curriculum should be examined for delivering the career education concept.

4. For the first year (1972-73) PCCEP emphasis was placed on the elementary level. The career education concept appears to be most implemented at the elementary level. There is less implementation at the junior high and senior high levels.

5. The Comprehensive Junior High School is strongly vocational and does not embrace the concept of career education. More work is needed to provide exploratory activities in occupational and professional areas.

6. Managers and supervisors in other disciplines (e.g., Language Arts, Social Studies) need to be involved in the career education effort.

7. Evaluation of the career education concept and the assessment of changes in student achievement and attitudes will be difficult as a result of:
   a. Yearly shifting of students in all county schools including the 9 project schools.
   b. Lack of a common curriculum in all 9 project schools.

8. The PCCEP is understaffed. More staff are needed to work closely with principals, teachers, occupational specialists and counselors in the schools.

9. The PCCEP staff needs to shift part of the project information sharing efforts to school principals and COST Teams.

10. Support by the county school administration and local school board needs development if the career education concept is to become implemented in Pinellas County.

K-6 Elementary

Four elementary schools are involved in the Career Education Program initiated in Pinellas County during the past year. The Elementary Component of the program, which received major consideration during FY 72-73, has identified these major objectives:

1. To increase student awareness of the world of work in terms of the broad range of career options which are available.
2. To develop attitudes and values about the personal, social and economic significance of work.
3. To provide hands-on exploratory types of experience when possible.

Occupational Specialists, persons from outside the field of education with a vast background of varied work experience and other special attributes to contribute to career education, have been employed by each school to work as a team member with the counselor and the teacher in implementing career education into the curriculum. They are referred to as the COST team.

Identified areas of responsibility for each of the three COST members are:

Counselor - self-awareness
decision-making
employability skills
educational awareness

Occupational Specialist - career awareness
appreciations, attitudes
skill awareness
economic awareness

Teacher - basic knowledge and skills

There has been a conscious effort since initiation of this project to changing the role of the counselor, making him a more integral part of the instructional process.

Vocational teachers serve as consultants to demonstrate how career related activities can be incorporated within the curriculum.

Workshops were held for teachers during the summer (1972) to orient them to Career Education. Units were developed in Career Education at this time by the teachers. There has been a movement, during the year, away from use of these units to the "Career Activity Book," a series of activities planned for specific Career Clusters.

Strengths

Enthusiasm and interest on the part of the staff has contributed to the success of the career education program. The PCCEP staff has worked hard. In addition to their week-day activities, they have given up weekends and holidays to the project for such activities as inservice training, presentations about the project to other school districts and meetings with the third party evaluator on weekends and holidays.

Project school principals appear to support PCCEP. Principals in all project schools have been informed of project activities and involved in planning the activities. Principals were involved in inservice training, have discussed the COST Team approach with their teachers, have provided administrative support to the PCCEP in the individual schools.

Occupational Specialists are involved in and contribute to the PCCEP.

An Occupational Specialist is assigned to each of the four elementary schools. This person works with the school counselor and teacher (COST Team) to deliver career education. However, Occupational Specialists are not supported by PCCEP funds. They are funded separately by the State of Florida for all local school districts.

Business and industry representatives support PCCEP and they have contributed their time, facilities and resources to the project.

Incorporation of numerous activities (e.g., field trips, resource persons, hands-on activities) within the curriculum: Preparation for and follow-up of field trips is evident as a means to coordinate the curriculum. The team approach (Guidance Counselor, Occupational Specialist and Teacher) provides a unified delivery effort. Counselors, Occupational Specialist and Teachers (COST Team) work closely to integrate activities with the Curriculum both in and out of the class. Vocational teacher consultants (PCCEP staff) visit the schools to assist in planning and conducting class activities.

Involvement of students teaching students (Intermediate student helping Primary, and Jr. College students and High School students working with Elementary) provide valuable learning experiences for learner and teacher: The location of some of the project schools provides the opportunity for elementary students to visit junior high schools (e.g., and observe greenhouse operations), Advanced (Junior, Senior and College) students have worked as "Teacher aides", without pay in some of the project schools.

Focus on the development of a positive self-concept, awareness of individual interests and abilities and efforts toward values clarification provide a valuable dimension to the Career Education Program. School counselors have utilized teachers and occupational specialist to reinforce and support their efforts in working with students.

There are opportunities for Elementary students at two schools (Eisenhower and Campbell Park) to apply for and to perform a job in the school. This provides a valuable learning experience and insight into the requirements for getting a job. The qualities of punctuality, dependability and thoroughness in performing a task are visible. Students at these schools make application for "jobs" with the permission of their parents and teachers. Working students are supervised by teachers, counselors and custodians in keeping their school clean and in good working order.

Project efforts to cooperate with other funded programs in the district are commendable. PCCEP staff, school principals and COST Teams coordinate with other district projects to deliver a total educational program to students.

Suggestions

Some parent involvement was apparent, but it was pointed out that there has been no specific plan for informing parents about the program or for requesting their cooperation and participation. The career education program can provide a means of developing good rapport with and support from the parents and they can provide a logical source of resource persons. Letters from the teachers to the parents, informing them about the program and asking them for their participation can be an effective first approach. Advisory committees should include parents in their membership.

In-service education for teachers should not be limited to an initial orientation workshop. It takes repeated exposure to Career Education concepts to provide the depth of understanding needed by teachers to incorporate Career Education within their entire curriculum.

Teachers should be encouraged to generate their own ideas for implementing Career Education and to share their successful experiences with other teachers. Frequent meetings of teachers of the same grade level to share experiences can be beneficial. Sharing ideas between schools can also add to their "repertoire." A progression of learning experiences from one grade to another has not been planned at the present time. In order to avoid duplication of learning experiences, such a progression should be planned for the entire curriculum, within the framework of the eight major areas of career development.

Guidance and Counseling

Over half (23) of the PCCEP objectives have a direct relationship to guidance and counseling functions. The PCCEP "model" for delivering career education is a guidance and counseling model.

Strengths

There is strong Counselor, Occupational Specialist, Teacher (COST) involvement at the K-6 level. The COST approach is a creative teacher involvement mechanism. Counselors and other school staff members work together to plan and coordinate career education activities. The COST Team approach provides time for teachers to bring resources into the class, gives the class a variety of leaders or instructors and facilitates planning and coordination for the curriculum.

There is general understanding of career awareness at the K-6 level. Counselors, occupational specialists, and teachers have a general understanding of the career awareness element. Presentations by and discussion with the COST Teams demonstrated career awareness was being stressed at the elementary level.

Evaluation activities are heavy in the career awareness area. Process and product evaluation activities are being implemented at all levels (K-14) for the PCCEP. Emphasis is being given to awareness at the elementary level, exploration and orientation at the junior high level and preparation, placement and follow-up at the secondary and post-secondary levels.

School staff appear to understand the COST delivery system. Discussion with counselors, occupational specialists, teachers, and principals demonstrate the grasp and understanding of the COST approach. Most of the staff see the COST approach as a coordinated mechanism for delivering career education to the youth in the PCCEP.

Suggestions

There is the need for stronger project (career model) implementation at the secondary levels (7-9 and 10-12). Project schools at the junior and senior high levels have the potential to improve their implementation of career education by recognizing that vocational education is only a part of career education. Exploration and orientation activities in leisure, family, community and professional (e.g., life roles) areas are a part of a comprehensive career education emphasis.

The career education concept needs to be clearly identified and communicated: Mid-management and interdisciplinary resources staff (language arts and social studies curriculum supervisors) need to be involved in workshops and implementing the project. Teachers need additional workshop experiences and assessment to improve efforts. They need additional time to internalize the career education concept. The COST approach needs to be further developed to strengthen the project.

The school building principals' commitments to the project should include released time for school staff. Teachers, counselors and occupational specialists need time as total group (or as small groups) away from the classroom to prepare long-range plans for implementing the career education concept. The released time should be in addition to "workshop days" and may be in the form of half (½) days of 2-3 hour blocks of time without the distraction of class activities.

The COST Team approach appears to be especially strong at the elementary level. It weakens as it moves up to the junior high, senior high and post secondary instructional levels.

More support in terms of PCCEP staff time and resources need to be provided at the junior and senior high levels. Additional staff training and in-the-school support by the PCCEP staff will be needed in the coming project year to implement the career education concept.

Placement & Follow-up & Articulation

Strengths

The foundation for a placement and follow-up system has been worked out with rationale, goals and objectives. An excellent advisory group was utilized in this planning.

Few students were actually placed on jobs during the first operational period of the project but the plans for placing and following students who exit the PCCEP have been made and will be operational by 1973-1974. A business and industry advisory committee has worked closely with the PCCEP Placement Coordinator and Occupational Specialist to plan the next years' activities.

A senior placement survey was conducted at Dunedin High School (1972-1973). Plans have been worked out at the District Office to coordinate all followups in the county in the future (1973-1974).

Placement surveys are considered one mechanism for assessing student abilities and occupational interest and matching these with positions available in the local area (e.g., St. Petersburg, Clearwater, and Tampa). A coordinated county plan for gathering placement and follow-up information has been developed with the assistance of the PCCEP staff. In addition, the state of Florida has mandated that all school districts have a mechanism for placing and following-up youth who exit the schools. Additional funds for these activities may be available from the State for PCCEP and the School District.

Cooperation with the data processing services in the county school system has been established and utilized to summarize project data. County data processing services receive data from new and existing projects in the school district in addition to gathering data required for the administration of Pinellas County Schools. Processing services will be utilized to assist in summarizing PCCEP Project placement and follow-up data.

Public support of the business community has been obtained through existing contacts within vocational education. Support and advisory committee involvement has been gained through the existing vocational education program in Pinellas County. Members of the Placement Advisory Committee have also supported the programs and services of Pinellas County Vocational and Technical Institute (PVTI).

Communication and cooperation efforts (articulation) between project schools is evident. Cooperation with Pinellas County Vocational-Technical Institute has provided laboratories for K-6 in career awareness and established community contacts with over 35,000 people who have visited PVTI this school year (1972-1973). Clearwater Comprehensive Junior High provides hands-on experiences in horticulture for the Palmetto Elementary School youngsters.

Suggestions

The placement and follow-up advisory committee could include someone from secondary administration and guidance to insure compatibility and implementation of the career education concept. Committee membership should include individuals who can facilitate communication and coordination of career education activities.

Competition between PCCEP schools may be inhibiting the sharing of ideas and contributing to the lack of a common understanding of career education. The administration and staff groups in the schools may need to get together and "talk through" the career education concept and discover common ground. Competition in developing products and processes is not bad but a concerted effort should be undertaken to gather and share ideas between project schools. School administrators and staff need additional information inputs and training to implement the career education concept. Workshops that include key administrators and guidance personnel in "general" education might help all participants to understand the rationale of and need for a placement system.

Communication and coordination (articulation) needs attention at the 7-12 level. Junior and senior high schools can provide laboratories, staff and students who can assist in delivering career education to students at other levels.

A career education placement strategy should be developed and discussed by all project personnel e.g., project staff, COST Teams, principals, central county staff, school board and advisory committee members. The awareness of and a strategy for placement in the district (including PCCEP students) should be developed, communicated and evaluated by all those people expected to play a role in its implementation.

Evaluation

Process and product evaluation activities have been planned, developed and implemented by the PCCEP staff and project school staff. Third party evaluation by SACS has been active and supportive of the local evaluation efforts.

Strengths

PCCEP evaluation staff (internal evaluators) and the third party evaluators (external evaluators) have communicated and coordinated in the evaluation activities. Internal and external evaluation efforts have focused on process and product evaluation.

The idea that as many project and school staff became involved in the evaluation process has been implemented. Adjustments in direction, scope and content of the project have resulted from the evaluation efforts of the project staff, school staffs, internal and external evaluators.

Periodic reviews of the PCCEP have been held. Internal evaluators have developed monthly monitoring mechanisms to keep activities coordinated and on schedule. Visits by external evaluators at 4-6 week intervals for progress and planning reviews were implemented.

Suggestions

Examine PCCEP evaluative data for answering three (3) basic questions:

a. Is the career education concept being implemented in the pilot schools?

b. Can the career education project be identified?

c. What difference has evaluation made in the project?

Allocate more time to actively involving teachers in the career education project. Counselors, occupational specialists, and teachers need more time (re: Principals' support!) to plan and develop in and out of class activities to deliver the career education concept.

Support of the Pinellas County School Board is needed if the career education concept is to be implemented in Pinellas County. The active support of the Pinellas County School Board should be solicited if the career education concept is to be fully implemented and remain in place after completion of initial funding support.

Is there a plan or design for utilizing all of the evaluation data that is being collected? Will the evaluation plan gather data that can be utilized by teachers to provide career development experience for youth attending Pinellas County schools? A large amount of information is being gathered by the PCCEP and mechanisms should be designed to use the information for reshaping and strengthening the implementation of the career education concept.

AGENDA
FOR THE EXTERNAL EVALUATION OF THE PINELLAS COUNTY CAREER EDUCATION PROJECT

Visiting Site Team Members:

Dr. Allen B. Moore, Site Team Director
Mrs. Maybelle Black, Director K-6 Component for 20 Projects, State of Ohio
Mrs. Marquita McLean, Guidance and Counseling, Cincinnati School District
Dr. Marvin Robertson, University of Georgia. Evaluation of Placement and Follow-Up, State of Georgia (Secondary and Post-Secondary).

Representing Pinellas County Career Education Project:

Gus Sakkis, Acting Superintendent
Jack B. Shumate, Executive Asst. Superintendent of Vocational, Technical and Adult Education
Joe C. Eidson, Executive Asst. Superintendent of General Education
John A. Blank, Assistant Superintendent of Elementary Education
Dr. Harry A. Danielson, Supervisor of Guidance
Ferris Post, Supervisor Adult and Vocational Guidance
Myrtle E. Hunt, Director of Career Education Project
Dorothy Snidow, Supervisor of Evaluation
Don Rosenberger, Elementary Supervisor
Clarence Givens, Guidance Coordinator
Tom Noble, Placement Coordinator
Marie Charles, Vocational Teacher Consultant (Business Education)
George Cary, Vocational Teacher Consultant (Industrial Education)
Crystal Coester, Occupational Specialist
Ruth Dikman, Executive Secretary

Leonard Summers, Principal, Campbell Park Elementary
Eunice Burgess   Peggy Upton   Connie Biles

Robert Burke, Principal, Eisenhower Elementary
Steven Guyler   Marilyn Sapperstein   John Lash

Louis McCoy, Principal, Lakeview Elementary
Bette McConnell   Doris Edwards   May Howry

Frank Martin, Principal, Palmetto Elementary
Betty Smith   Claude Brannan   Lottie Ellis

Rex Gaugh, Director, Pinellas Vocational Technical Institute
Ruth Roche   Ted McCann

Dr. Robert Safransky, Director, Clearwater Comprehensive Junior High
Gary Kilroy James Castle Roland Douglass

John Hopkins, Principal, 16th Street Junior High
Mable Martin Rose Irwin Norma Marsh

Francis Freeman, Principal, Dunedin Senior High
Thomas Crook Phyllis Roemer

Robert Anderson, Director, City Center for Learning
Nona Grotecloss Bob Hesse Frank Gallinas

Dr. Tom Justiz, Internal Evaluator

Monday May 14	8:00 - 8:45	Breakfast at Sheraton Bel-Air (Sun Room) Hand Out Agenda Welcome - Myrtle E. Hunt
	8:45 -11:45	18-minute Presentations by each of the nine Project Schools. (As each presentation is concluded, the school staff is free to return to their school.)
	12:00 - 1:30	Luncheon Meeting with Community Advisory Committee Members, Sheraton Bel-Air (Sea Room)
	1:45 - 4:45	Meeting in Conference Room on Curriculum Materials, Media, Program Concepts, Evaluation Concepts
	4:45 - 5:00	Schedule Visits to Pilot Schools for Tuesday, May 15
Tuesday May 15	8:00 - 2:30	Visits to Pilot Schools, All Day (Lunch in Pilot School Cafeterias)
	2:30 - 3:00	Site Team Phones in Requests for Pilot School Persons to Attend Conference Room Wrap-Up on Wednesday, May 16
Wednesday May 16	8:00 -11:00	Conference Room Report and Critique by Site Team (Persons requested by Site Team will attend to share comments.)
	11:00 -11:45	Unfinished Business
	12:00	Site Visit Concluded - Leave for Airport.

Visitation Report March 28, 1973

TO: Mrs. Myrtle Hunt, Director
Pinellas County Career Education Project
Pinellas County Florida
850 34th Street South
St. Petersburg, Florida 33711

FROM: A. B. Moore, Consultant, SACS
Third Party Evaluation
Pinellas County Career Education Project (PCCEP)

COPY TO: Dr. B. E. Childers, Executive Secretary
Commission on Occupational Education Institutions
Southern Association of Colleges and Schools
795 Peachtree Street, N. E., 5th Floor
Atlanta, Georgia 30308

Dates: March 26, 27, 1973

Subject: Visit to PCCEP, Projects Schools and Project Staff.

The purpose of this meeting was to review:

1. Evaluation instrument selection, development and pilot testing.
2. Factors related to the proposed evaluation design.
3. Instrument clearance procedures.
4. Sampling procedures.
5. Data gathering and reduction dates.
6. Agenda for SACS Team visit May 14, 15, 16, 1973.
7. Visit PCCEP Schools.

On Monday, March 26, 1973, the Project Staff reviewed the accomplishments and plans for instrument selection, development, pilot testing and implementation. Basically the procedure has been to select or develop instruments related to PCCEP goals and hypotheses, have a panel of teachers, counselors, occupational specialist, and project staff review and revise the instruments e.g., purpose, clarity, grade level (word difficulty, fatigue factor). It was suggested that community leaders (Chamber of Commerce, Advisory Councils) be involved in the instrument selection, development and revision. Project staff have a meeting scheduled (March 29, 1973) with community leaders to discuss project accomplishment, plans and leader involvement.

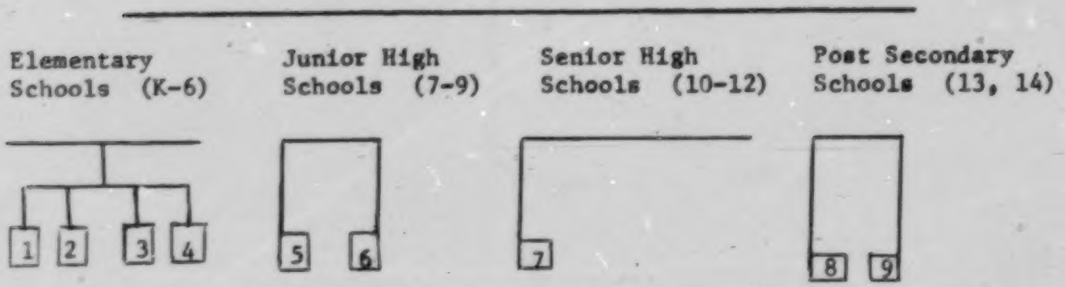
The Project Staff reviewed factors related to the proposed evaluation design. For example, occupational specialists are utilized in all junior and senior high schools in Pinellas County. Occupational specialist positions are state funded and coordinated. The individuals periodically meet as a group to discuss their activities, accomplishments and problems. At the junior and senior high school levels occupational specialists are working in both project and "control" schools. At the elementary school level occupational specialists are working in PCCEP schools only. Comparisons between project schools and "control" schools at the elementary level can be made; at the junior and senior high level differences between project and "control" groups will be confounded.

The PCCEP Director reviewed instrument clearance procedures for the school district. The time involved in getting instruments cleared emphasizes the need to complete the selection, development, and review process as soon as possible in order to meet the data collection dates the first and second weeks of May.

Sampling procedures were discussed and decisions were made to draw a sample of 20 students from more than one class at each grade level from each school. The details of this procedure are presented in Figure 1.

Pinellas County Career Education Project Schools

(K-14)


Elementary Schools (K-6)
Junior High Schools (7-9)
Senior High Schools (10-12)
Post Secondary Schools (13, 14)
1
2
3
4
5
6
7
8
9

Sampling Procedure

20 students from more than one class at each grade level from each school.

Sample/Grade Level

Elementary:	7 levels x 20 x 4 =	560 students
Junior High:	3 levels x 20 x 2 =	120 "
Senior High:	3 levels x 20 x 1 =	60 "
Post Secondary:	2 levels x 20 x 2 =	80 "
Total		820

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*one school has dropped out of the project

Figure 1

The agenda for the Sacs Team visit follows:

May 13, 1973

6:00 p.m.	Site Team members arrive in St. Petersburg, Florida a. St. Petersburg Sheraton Bel Air Motel b. Review team responsibilities and agenda for May 14-16

May 14, 1973

8:00 a.m.	Breakfast with PCCEP Staff and other individuals
10:00	Travel to PCCEP Offices
10:30	Overview of PCCEP
12:00 Noon	Lunch
1:00 p.m.	Overview and discussion of PCCEP
4:00	Site Team Meeting

May 15, 1973

8:30 a.m.	Slide presentations and discussions by C/OS/T Teams in PCCEP schools
12:00 Noon	Lunch
1:30 p.m.	Review of career education materials developed and used in PCCEP schools
	Select PCCEP schools for visit
4:00	Site Team Meeting

May 16, 1973

8:30 a.m.	Travel to and visit selected PCCEP schools
11:30	Return to PCCEP office
12:00 Noon	Site Team lunch (at PCCEP office)
1:00 p.m.	Oral presentation of Site Team Report to PCCEP staff
3:00	Team members leave for return transportation

Visits were made to three of the PCCEP schools: City Center for Learning (13-14); Clearwater Comprehensive Junior High School (7, 8, 9); and Palmetto Elementary School (K-6).

City Center for Learning (13-14)

1. Met with the guidance counselor (Ms. Nona L. Grotecloss) and discussed initial career education efforts:
    - a. 16-18 year old inner city youth (majority females, approximately 20 youth)
    - b. Academic and reading difficulties
    - c. Traditional in class media/information approaches not helpful
    - d. Utilized field trips to job sites
    - e. Competing activities (drugs, law enforcement)
    - f. Some success e.g., one person passed GED and employed; two working on GED

Clearwater Comprehensive Junior High (7, 8, 9)

1. Met with the principal (Dr. Robert J. Safransky) and toured the school with Mr. Don Rosenberger PCCEP staff member.

2. Youngsters have 12 pre-vocational options of 3 weeks duration at the 7th grade level. Four options of 9 weeks duration are selected at the 8th grade and a single option is selected for the 9th grade.

3. Pre-vocational options
    - a. Typing and business
    - b. Vocational Home Economics
    - c. Dry Cleaning
    - d. Tailoring
    - e. Construction
    - f. Metal Shop
    - g. Drafting
    - h. Graphics
    - i. Power Mechanics
    - j. Horticulture
    - k. Electronics
    - l. Food services

Palmetto Elementary (K-6)

1. Visited the school with Mr. Don Rosenberger, PCCEP staff.

2. Discussed career education activities with the Occupational Specialist (Mr. Claude Brannon) and observed one of the Vocational Teacher Consultants (Ms. Charles, PCCEP staff) working with third and fourth graders.

3. Hands-on activities evident in the school included displays of tools, wood projects (wooden birds), electricity projects (telegraph "keys", magnets) and horticulture projects (planting flowers and shrubs in cooperation with Clearwater Comprehensive Junior High).

4. A parent, teacher and student meeting was planned for the evening of March 27, to give parents an overview of career education in the school youth projects and Why? Career Education at Palmetto Elementary.

Recommendations

Four recommendations are made to the PCCEP Director

1. Data Collection should be completed by mid May 1973. Data collections after mid May would be disruptive and given little attention by the students at the end of the school year.

2. Utilize teacher, counselor, community leader teams to assist in data reduction. Involvement of school and community personnel will give the PCCEP staff much needed assistance, provide linkages with the community and support teacher efforts in gathering project information.

3. Provide summarized evaluation information to teachers for use in the class and revision of career education activities during summer workshops and planning for next year's (Sept. 1973) program.

4. Provide community leaders, especially those who donated time and materials, information about the PCCEP. Complete the information feedback loop between the community and PCCEP by providing information on how time and materials assisted in delivering career education to Pinellas County youth. Next year's program and needs could also be highlighted.

Introductory Section

The Locale

Pinellas County is located on the West Coast of Florida. Over 600,000 people reside in and near the resort beaches of the county.

> "A majority of the labor force is engaged in trade and service occupations; although manufacturing, government, construction, and transportation are also important to the county's economy." 1

The Pinellas County School system includes 76 elementary (including kindergarten) schools, 20 junior high schools, 11 senior high schools, 6 exceptional child centers, and 4 vocational and adult centers with a total enrollment of over 104,000 people. 2

The Pinellas County Career Education Project (PCCEP) involves four elementary schools, two junior high schools, two senior high schools and two post-secondary schools with the following number of students, teachers, and counselors at each level:

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[1] Abstracts of Research and Development Projects in Career Education. U. S. Department of Health, Education and Welfare. Washington, D. C. June 1972, pp. 33 (VT 016 111).

[2] 1972-73 FACTS. Pinellas County Schools, Pinellas County School Board, Clearwater, Florida.

Table 1

Pinellas County Career Education Project
School Enrollment and Staffs[3]

Level	Students	Teachers	Counselors
Elementary	2008	81	4
Junior High	1649	99	6
Senior High	2239	109	5
Post-Secondary	1450	95	7
Totals	7346	294	22

A roster of the career education schools, including the counselor and occupational specialist teams, is attached to this report.

Career Education Project

I. PCCEP Pilot Schools

The Pinellas County Career Education Project involves 10 pilot schools in the upper and lower regions of the 35 mile long county. Five schools are located "up county" with the remaining schools "down county".

II. Staff

The PCCEP staff includes the Director, Coordinator of Guidance, Coordinator of Placement Services, Supervisor of Elementary Education, Supervisor for Evaluation of Curriculum and Instruction, two teacher consultants (one each for business education and industrial arts education) and an Occupational Specialist.

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[3] U. S. Department of Health, Education, and Welfare. op. cit.

III. Project Goals

Specific project goals have been identified for each component to deliver career education in the 10 pilot schools. The project goals (list attached to the report) are compatible with the career education model developed for the Pinellas County Schools (see attached model).

Hypotheses related to the 16 project goals have been developed and these are attached to the report. The hypotheses will be restated in proper format after all of the instruments for gathering data have been identified or developed.

IV. Project Components

1. Inservice Component

The inservice training activities were developed, organized and carried out during the summer of 1972. These activities involved the elementary, junior high, secondary and post-secondary, guidance, and placement components of the project. The specific workshops are identified in the Third Quarterly Report for PCCEP.

2. Elementary, Junior High, Secondary School Components

a. Project schools have been identified.
b. Occupational specialists are working with counselors as a team in each of the selected schools.
c. Curriculum units and guides have been developed, reproduced, made available and used in the PCCEP schools.
d. FAIS (Fusion of Applied and Intellectual Skills) is considered to be part of the career education program in the Eisenhower Elementary School.
e. PCCEP staff makes periodic (solicited and nonsolicited) contacts at each pilot school to assist school staffs in career education activities.
f. Each school teacher will be asked to describe in class/out of class career education activities for the project year.
g. Specific project goals are related to the elementary, junior high and secondary levels.

3. Post-Secondary Component

   a. The post-secondary schools are a resource for the PCCEP to draw upon for information, facilities, training and skill development.
   b. Articulation of programs between secondary and post-secondary schools is encouraged and facilitated by linking the occupational cluster groups to training and skill development available in Pinellas County.
   c. Inservice workshops were held for teachers at the Pinellas Vocational-Technical Institute during the summer of 1972

June 19-30	The Vocational Component in Career Education: Teacher to Teacher
July 10-21	Career Education and the Guidance Function

   d. Specific project goals are related to the post-secondary level.

4. Guidance and Counseling Component

   a. The guidance and counseling component provides training, information and assistance for all of the guidance counselors in the 10 project schools.
   b. Counselors coordinate the work of occupational specialists to facilitate and implement the career education component in the school.
   c. The PCCEP coordinator of guidance has identified the role and function that guidance counselors will perform in the project.
   d. Specific project goals are related to the role and function of guidance counselors.

5. Placement Component

   a. The activities of the placement component are found mainly at the upper junior high, secondary, and post-secondary levels.
   b. Employer surveys are being made, existing placement and follow-up records are being renewed, and new record forms are being designed to gather necessary data to assist in the placement of graduates from the project schools.
   c. Specific project goals are related to the placement component activities.

6. Evaluation

   a. Internal evaluation efforts are being coordinated by the Supervisor for Evaluating Curriculum and Instruction.
   b. External evaluation efforts are being conducted by the Third Party Evaluator (Southern Association of Colleges and Schools, Atlanta, Georgia).
   c. The external evaluation works closely with the Project Director and Internal Evaluation to monitor data and information collection activities about PCCEP.
   d. The external evaluator submits periodic visit reports and interim reports. A summative team visit report will be prepared and submitted in June 1973.

V. A 5 Year Plan for Career Education in Pinellas County

A 5 year plan has been developed and submitted to the Pinellas County School Board on February 12, 1973. Items of interest in the 5 year plan are:

> content; staffing; community information and involvement; scheduling and efficiency management; inservice training; longitudinal evaluation of project elements; support services and placement; and legal policy and regulations.

Current Activities Related to the Project and the 5 Year Plan

A. Content

1. All solicited and nonsolicited career education information, units, and guides are being examined and classified for the PCCEP staff, teachers, counselors, and occupational specialists.

B. Staffing

1. The PCCEP has asked for a coordinator of support systems in the continuation funding proposal.

C. Community Information and Involvement

1. Community committees are being formed to provide assistance and input for various phases of PCCEP.
2. A record of the man hours contributed by the community is being kept.

D. Scheduling and Efficiency Management

1. Inputs (e.g., suggestions, recommendations) from all PCCEP working committees are being identified in meeting minutes, categorized and given to persons responsible for PCCEP activities.
2. Cost data is being recorded and categorized by PCCEP components.

E. Inservice Training

1. Attitude surveys for parents, staff and administration have been pilot tested and they are being revised.
2. Process training of counselors, occupational specialists, and teachers are being reviewed and revised.
3. A mechanism for ongoing renewal planning is being developed for implementation.
4. Procedures have been established for linking university training and facilities to the inservice training of PCCEP staff, counselors, teachers, and occupational specialists.

F. Longitudinal Evaluation of Project Elements

1. Evaluation instruments have been identified and validated (face validity) for self awareness, student attitudes, and career awareness.
2. Instruments for educational awareness and economic awareness are being developed.
3. Planning and instrumentation need to be developed for decision making, beginning competency and employability skills.

G. Support Systems and Placement

1. Need coordinator for support systems.
2. Placement is involved in information gathering activities.

H. Legal Policy and Regulations

1. Policies and regulations at the local, state, and federal levels are being identified.
2. The PCCEP will present the career education program to the Florida State Legislature and other interested educators during 1973.

VI. Problems of the PCCEP

A. No pretest data is available. The project will utilize:

1. workshop evaluations
2. teacher records and logs of activities

B. Mosiac of career education (FAIS, LOOM, VIEW, etc). These activities will be considered part of the PCCEP.

C. Lack of common curricula at the various school levels

1. Curriculum units and guides are available for use and adaptation at all grade levels.
2. There are units and guides common to the grade levels (e.g., elementary, junior high, etc)

D. Identification of Control or Comparison Schools for Project Schools

1. Will match in physical characterisitics

VII. Interim Report Recommendations

A. Record past and current classroom (all levels) instruction and activity emphasis for comparison.
B. Continue to develop and revise curriculum units and guides for all school levels.
C. Record class evaluations of curriculum units and guides: teacher and student evaluations.
D. Continue inservice training program for teacher and staff during project year to provide additional information and assistance.
E. Identify placement activities that can be implemented during project year and after project termination date.
F. Provide training and placement assistance for students existing schools marketable skills.
G. Develop accountability mechanism for the PCCEP.

Visitation Report

2/14/73

To: Dr. B. E. Childers, Executive Secretary
Commission on Occupational Education Institutions
Southern Association of Colleges and Schools
795 Peachtree Street, N. E., 5th Floor
Atlanta, Georgia 30308

From: A. B. Moore, Consultant, SACS
Third Party Evaluation
Pinellas County Career Education Project (PCCEP)
Clearwater, Florida

Subject: Meeting with PCCEP Director and Staff and visits to 6 of the 10 Project Schools and Meeting with State Education Personnel in Tallahassee, Florida

Dates: January 28-30, 1973

The purpose of this meeting was to:

1. Review evaluation instrument selection
2. Review sampling procedures
3. Review plans and instruments to measure attitudes toward career education of students, teachers, parents, and community representatives
4. Visit PCCEP schools
5. Review SACS team selection with PCCEP Director

On Monday, January 29, 1973, the goals, hypotheses and evaluation instruments were reviewed the the PCCEP Supervisor of Curriculum and Instruction Evaluation. Each instrument was examined for purpose, word difficulty, face validity, time for administration, person responsible for administration, and utility of information to be collected.

The afternoon of January 29, 1973, visits (Mr. Donald Rosenberger and A. B. Moore) were made to Lakeview Elementary, 16th Street Junior High and Campbell Park Elementary.

Lakeview Elementary (K-6)

1. Met with the principal, occupational specialist, and guidance personnel (Mr. Louis McCoy, Mrs. Doris Edwards, and Ms. Betty McConnell).

2. Observed the "Magic Circle" in grades 1, 2, 3, the Kindergarten and the Media Center.

16th Street Junior High (7, 8, 9)

1. Met with the principal, media specialist, and English teacher (Mr. John Hopkins, Mrs. Norma March, and Mrs. Judy Lorrier).
2. Mrs. Marsh is coordinating the Career Education Project at 16th Street.
3. Observed the occupational specialist (Mrs. Rose Irwin) in one of the values clarification activities.
4. Visited Mrs. Lorrier's English class. She uses unique "motivational" (games, puzzles, self-study) techniques to gain awareness and exploration of career information.

Campbell Park Elementary (K-6)

1. Met with the principal, guidance specialist, and occupational specialist (Mr. Leonard Summers, Mrs. Eunice Burgess, and Mrs. Peggy Upton).
2. Discussed PCCEP activities in the school and the roles of the guidance and occupational specialist.

Tuesday morning, January 30, 1973, additional evaluation instruments were reviewed, project management was discussed, and project plans for February were outlined. The materials prepared for the PCCEP presentation in Tallahassee on February 2, 1973 were reviewed.

Three additional PCCEP schools were visited (Mrs. Myrtle Hunt, PCCEP Director and A. B. Moore) on Tuesday: Eisenhower Elementary, Pinellas Vocational-Technical Institute and Dunedin Senior High School.

Eisenhower Elementary (K-6 Open School Concept)

1. Met with the guidance counselor (Mr. Steve Guyler) and toured the facility.
2. Observed mixed grade groups in language arts and social studies groups. Teachers were "teamed", self-guided, small group and individual instruction techniques were being used.

Pinellas Vocational-Technical Institute (Post-Secondary Level)

1. Met with Director (Mr. Rex Gaugh) and staff.
2. Discussed PCCEP and PVTI philosophy of articulating secondary with post-secondary experiences and instruction.
3. PVTI facility was used for summer teacher inservice training on career education.

Dunedin Senior High School

1. Met with the principal (Mr. Francis Freman).
2. 30 of the 90 teachers at Dunedin High School attended a summer workshop on career education conducted by PCCEP staff.
3. Visited with a home economics and English teacher. Both teachers "infusing" career education activities into the classroom and curriculum. The English teacher requested materials in the communications and media clusters.

Topics Discussed with the PCCEP Director

1. The number of evaluation instruments being used in the project.
    a. Purpose of instruments
    b. Person responsible for collecting information
2. Multiple variables of the Project
    a. No pre-test information
    b. Post-test evaluation
    c. Separation of career education and other activities
    d. Common curriculum in the PCCEP schools
    e. Matching control schools
3. Placement and follow-up activities
4. Guidance component
    a. Career activity books (CAB)
    b. Counselor/occupational specialist/teachers cost accountability process
5. SACS team members and visit to PCCEP

Recommendations

1. Develop system for keeping records of activities of instrument selection, instrument review, administration and tabulation.
2. Determine the information that can be collected this year in placement and follow-up.
3. Identify project information that can be collected this funding period, and at later dates.

4. Specify the dates for collecting information in the schools.
5. Identify control schools that can be matched with project schools on grade levels, size of enrollment, location, and racial balance.
6. Collect information from project school teachers that describes (and documents where possible) the difference in classroom activities and curriculum between last year 1971-72 (before PCCEP) and this year 1972-73 (with PCCEP).

Additional Comments

Items on this January agenda (see revised agenda: Third Party Evaluation Report, January 15, 1973) that were not reviewed include sampling procedure for collecting evaluation information. This topic will be reviwed with the PCCEP Director by phone during February and during the March visit.

The PCCEP staff will be reviewing activities and progress with the SACS consultant during February by telephone. The next scheduled visit to PCCEP by the SACS consultant will be March 26 and 27, 1973.

Visit with State Level Personnel, Tallahassee, Florida

On Wednesday, January 31, 1973, meeting were held with Dr. James Edmundson, Director of the Career Education Curriculum Laboratory and Mr. Joe Mills, Director, Adult Vocational Division, State Department of Education. Also Dr. Kenneth Eaddy, Administrator for Vocational Research and Evaluation was contacted by telephone regarding the PCCEP.

1. Dr. Edmundson reviewed statewide career education curriculum development.
2. At a luncheon meeting with Dr. Edmundson and Mr. Mills, the evaluation activities of PCCEP were discussed.
3. The conversation with Dr. Eaddy indicated the need for SACS contact with his office to clarify third party evaluation plans. Dr. Eaddy pointed out that third party evaluation/visitation reports had not reached his office to date.

January 15, 1973

Third Party Evaluation of the Pinellas County, Florida Career Education Project (PCCEP)

The Pinellas County Career Education Project has four major components: elementary education; placement and follow-up; guidance; and internal evaluation. The over all coordination is being assumed by the Project Director. A staff member is assigned for each major component:

Mrs. Myrtle Hunt	Project Director
Mr. Donald E. Rosenberger	Supervisor of Elementary Career Education
Mr. Thomas R. Noble	Coordinator of Placement and Follow-Up
Mr. Clarence C. Givens	Coordinator of Guidance and Counseling
Mrs. Dorothy Snidow	Supervisor, Evaluation of Curriculum and Instruction

Project Assessment

The Assessment Coordinator (Dr. A. B. Moore) has agreed to perform the work designated in the SACS Personal Services Contract. Site visit reports will be prepared by Dr. Moore for the January, March, and April visits. An interim report will be prepared after the January 1973 visit. A team of consultants will be utilized to assist in the evaluation of PCCEP during May 1973. The final evaluation report for PCCEP will be prepared in June 1973.

Time frames and emphasis for site visits are presented in the following schedule revised from the site visit report of December 10-11, 1972 to SACS:

Dates	Activities
January 29 and 30	1. Review evaluation instrument selection 2. Review sampling procedure 3. Review plans and instruments to measure attitudes toward career education of students, teachers, parents and community 4. Visit PCCEP schools 5. Review SACS team selection with PCCEP director
March 26 and 27	1. Review pilot testing of instruments 2. Review PCCEP school activities 3. Visit PCCEP schools 4. Review plans for data collection

April 2 days during April 16 - May 4	1. Observe data collection 2. Begin data reduction 3. Begin data analysis
May 14-16 or 21-23 (3 days) date to be determined	1. Complete data reduction 2. Proceed with data analysis 3. Begin describing findings 4. Site team visit to project
June dates to be determined	1. Present report for review 2. Complete contract

Project Schools

Elementary, senior high and post secondary schools have been selected for participation in PCCEP. Guidance personnel and specialists have been identified and assigned to each school.

Control schools will be selected by the project staff that match the project schools on variables such as: size, racial mixture, location (suburban, urban, etc.) and other variables that are considered important by the internal and external evaluators.

Evaluation Design

A post test only control group design (PTOCGD) will be used to access the differences between students participating in the career program and those not participating. This design is described by Campbell and Stanley (1963, p. 25-26).

Campbell, D. T. and J. C. Stanley, 1963. Experimental and Quari-Experimental Designs for Research, Rand McNally & Co., Chicago.

Duties of the Assessment Coordinator and Site Team

1. Visit PCCEP periodically and monitor project activities in four major component areas;
2. Review progress of evaluation with internal evaluator;
3. Visit PCCEP project schools;
4. Contact appropriate people in the Florida State Department of Education with interest in PCCEP;
5. Submit site visit reports, interim report, coordinate site team report (and see that the report is prepared and sent to SACS and PCCEP) and develop the final evaluation report;
6. Coordinate the site team visit of consultants to review PCCEP in May 1973.

Duties of the Site Visit Team

1. Assess project activities of four major component areas:

   a. Meet with PCCEP staff and discuss organization and implementation of career education;
   b. Visit PCCEP schools to observe activities, talk with principals, teachers, specialists, and other school personnel;
   c. Meet with representatives of the school district community;
   d. Review project materials and documents;
   e. Summarize findings in a report for the Assessment Coordinator.

Visitation Report

To: Dr. B. E. Childers, Executive Secretary
Commission on Occupational Education Institutions
Southern Association of Colleges and Schools
795 Peachtree Street, N. E., 5th Floor
Atlanta, Georgia 30308

From: A. B. Moore, Consultant, SACS
Third Party Evaluation
Pinellas County Career Education Program (PCCEP)
Clearwater, Florida

Subject: Meeting with PCCEP Director and Staff

Dates: 12/10/72 and 12/11/72

The purpose of this meeting was to become acquainted with the PCCEP Director and staff, review project activities and discuss the internal evaluation of the project. On Sunday, December 10, 1972 the consultant met with the Project Director, Mrs. Myrtle Hunt and the following staff: Mrs. Marie Charles, Mrs. Crystal Coester, Mr. Clarence Givens, Mr. Thomas Noble, Mr. Donald Rosenberger, Mrs. Dorothy Snidow, and Dr. James Edmundson, previously employed by the PCCEP now with Florida State University, Tallahassee, Florida.

The staff presented reports on project activities related to inservice education for school staffs, guidance and counseling, the role of occupational specialists, elementary junior high, senior high and post secondary career education efforts, placement and follow-up procedures in the PCCEP schools. The presentations were designed to give the consultant an overview of past and current project activities. A sound-on-slide display completed the presentation.

On Monday, December 11, 1972 the PCCEP Director and staff met with Dr. Tom Justiz and the Third Party consultant to review internal evaluation plans. At this time Mrs. Dorothy Snidow was designated the coordinator of internal evaluation activities for PCCEP. Thirteen (13) operational statements were reviewed, revised and expanded to 15 statements. Corresponding expectations of "significant changes" for the goal statements were reviewed and revised. Related hypotheses for the "significant changes" and goals were examined. Instruments to measure the "significant changes" as expressed by the related hypotheses were examined. Discussion of the materials (goals, significant changes, related hypotheses and instruments for data collection) presented by Dr. Justiz provided information and highlighted the urgency for implementing the PCCEP internal evaluation plan. The materials will be prepared for a presentation by the PCCEP Director to Dr. Sidney High, BAVTE, USOE in the next 10 days. A copy of the prepared materials with Dr. High's revisions will be provided the consultant.

Tentative plans are being made for the consultant to visit the PCCEP on a month to 6 weeks basis beginning January 1973. Dates and activities identified for visits to the PCCEP are:

Dates	Activities
January 28, 29, 30, 1973	1. Review discussion about instruments with Dr. High 2. Review sampling procedure 3. Review plans and instruments to measure attitudes toward career education of students, teachers, parents, community 4. Visit PCCEP schools
February 25, 26, 27	1. Review pilot testing of instruments 2. Review PCCEP activities 3. Review SACS Team selection with PCCEP Director
March 25, 26, 27	1. Review collection of qualitative data 2. Visit PCCEP schools 3. Review plans for data collection
April 3 days during Apr 16 - May 4	1. Observe data collection 2. Begin data reduction 3. Begin initial data analysis
May Dates to be determined	1. Complete data reduction 2. Proceed with data analysis 3. Begin describing findings 4. SACS Team visit to project
June Dates to be determined	1. Present report for review 2. Complete contract

Nomination of consultants to serve on the SACS visiting team:

Elementary Education	Mrs. Mabell Black Coordinator of K-6 Programs State Department of Ohio Columbus, Ohio
Placement & Followup	Miss Lillian Buckingham Director of Placement Baltimore, Maryland
Guidance	
Internal Evaluation	Dr. James Edmundson Florida State University Tallahassee, Florida

AGENDA

Meeting with Dr. Bernie Moore, Consultant on Evaluation
Southern Association of Schools and Colleges
December 10, 1972

1. Introduction of Staff and Overview of Project - Myrtle Hunt.
2. Report on In-Service Component - James Edmundson, Clarence Givens, and Donald Rosenberger.
3. Report on Guidance and Counseling Component - Clarence Givens.
4. The Role of the Occupational Specialist - Clarence Givens and Crystal Coester.
5. The Role of the Vocational-Teacher Consultant (Career Specialist) - Marie Charles and Donald Rosenberger.
6. Report on the Elementary and Junior High Component - Donald Rosenberger. Sound-on-Slide Presentation - Clarence Givens.
7. Report on the Senior High and Post-Secondary Component - Myrtle Hunt.
8. Report on the Placement and Follow-Up Component - Tom Noble.

THE CAREER EDUCATION PROJECT of Pinellas County EVALUATION GUIDELINES

Operational Goals of the Project

1) To Provide inservice preparation for teachers, counselors, occupational specialist, administrators, and supportive staff - to acquaint them with goals, objectives, methods, and evaluation techniques of the Career Education Program.
2) To provide Career Education curriculum units, activities, and other resources which will fuse, complement, and articulate with present curricula for students K-14.
3) To increase the self awareness of K-14 students, and specifically to use the concepts of work, job, and career to enhance the self awareness of students.
4) To increase the positive attitudes of K-14 students toward school and the personal, social, and economic significance of work.
5) To increase the career awareness of K-14 students, by providing information concerning careers, employment opportunities, and avocational options.
6) To increase the student's understanding of self in terms of knowledge of career options, career choices, and resulting life styles.
7) To provide 7-9th grade students with opportunities for detailed exploration of occupational clusters, with the resulting development of beginning competencies.
8) To provide students 9-14th grades with in-depth preparation in at least one occupational cluster,together with appropriate employability skills; leaving open the options to move between clusters, and the options of: a) Intensive Job Preparation, b) Post-Secondary Preparation, c) Adult and Continuing Education, d) Baccalaureate Preparation.
9) To provide intensive guidance and counseling services which will assist students in developing decision-making skills and specifically relating those skills to the selection of occupational specialities.
10) To insure the eventual placement of all students in an environment compatible with their skills, interests, and attitudes.
11) To provide follow-up information on all exiting students and to use this information for program revision.
12) To facilitate easy exit and re-entry into the system as deemed necessary by the student.
13) To increase the educational awarenesss of students K-14.
14) To increase the economic awareness of students K-14.
15) To identify appropriate personnel responsible for: staffing, curriculum, differentiated instruction, scheduling and facilities management, inservice, support systems (record keeping and access), information and involvement of community groups--business, industry--and labor, evaluation, cost-effectiveness, legal-policy-and regulations - in order to form committees which will make the Career Education Project a District-Wide Innovation.

These goals will be pursued during the first year of operation. All goals will be subject to interim and longitudinal evaluation.

It is expected that the evaluation will produce conclusive findings on many of the goals in the first year of the project, and that findings on all of the goals will be realized during the years of subsequent funding.

Effect on Youth! 3, 4, 5

Expectations of Significant Change to be Reported as a direct result of implementing the Operational Goals

1) Number of teachers, counselors, occupational specialists, administrators, and those in supporting roles who have completed formal inservice preparation on Career Education. (hours of inservice, number of continual evaluations, post-test scores, etc.).
2) Number of Career Education Units and other Resources selected or developed, and implemented (whether validated, screened for articulation, tied in with work-experience or co-op programs, etc.)
3) A significant increase in self awareness of K-14 students.
4) A significant increase in positive attitudes of K-14 students.
5) A significant increase in career awareness of K-14 students.
6&7) Number of Clusters (units and resources) implemented in grades 7-14. (The corresponding development of beginning competencies, the corresponding development of employability skills, the number of parents involved as role models, the number of industry representatives involved as role models, the number of visitations wherein the visitor works with teachers and students on career education tasks, the number of students committed to in-depth preparation in at least one occupational cluster, the number of students moving between clusters, the number of students intending to enter intensive job preparation, number of students intending to enter baccalaureate preparation, number of students intending to enter post-secondary preparation).
8) A significant increase in the commitment of counselors to change their traditional role to more of a group guidance orientation, and toward becoming facilitators of change by working with teachers, thereby enhancing the development of student decision making skills for selecting occupational specialties; the corresponding significant increase in the positive attitudes of administrators toward the new role of the counselor and occupational specialist (the number of counselors and occupational specialists involved directly in the career education program).
9) Number of students placed (percentage of students placed).
10) Number of students returning follow-up data (number of students demonstrating greater productivity on the job, number of students showing greater productivity on the job because of career education).
11) A significant increase in the educational awareness of students K-14.

Effect on Youth! 3, 4, 5

12) A significant increase in the economic awareness of students K-14.

13) Number of meeting by committees designated with the responsibility for: staffing, curriculum, differentiated instruction, scheduling and facilities management, inservice, support systems, information and involvement, evaluation, cost-effectiveness, legal-policy and regulations (attitudes of committee members, etc.).

Difference = Increase

Related Hypotheses - As Compared to Students, Teachers, Occupational Specialist, Administrators, Counselors, and Other Supportive Staff in the Control Schools:

1) Experimental teachers will exhibit more positive attitudes toward careers.
    a) Experimental teachers will use a greater variety of career related learning activities.
    b) Experimental teachers will use a greater variety of evaluation techniques.
    c) Experimental parents will exhibit more positive attitudes toward the careed education program.
    d) Experimental administrators will exhibit more positive attitudes toward the career education program.
2) Experimental teachers and counselors, etc. will select or develop and implement curriculum units and resources with greater options for students.
3) Experimental students will demonstrate a significant increase in self awareness.
    a) Experimental students will demonstrate more improved academic performance overall.
    b) Experimental students will be better able to evaluate self characteristics.
4) Experimental students will demonstrate a significant increase in positive attitudes.
5) Experimental students will demonstrate a significant increase in career awareness.
6&7) Experimental schools will implement a significantly greater amount of cluster units and resources.
    a) Experimental students will demonstrate greater development of beginning competencies.
    b) Experimental students will demonstrate greater development of employability skills.
    c) Experimental parents will be more involved as role models and in bringing resources to the learning environment.
    d) Experimental parents will represent all of the Career Clusters.
    e) Industry representatives to the experimental schools will represent all of the Career Clusters.
    f) Experimental schools will exhibit more visitations where the visitor works with teachers and students on career tasks.
    g) Experimental students will demonstrate a greater commitment to in-depth preparation in at least one occupational cluster.
    h) Experimental students will intend to enter intensive job preparation more often, and will demonstrate more marketable products.
    i) Experimental students will be as well equipped to enter baccalaureate preparation.
    j) Experimental students will intend to enter post-secondary preparation more often.
    k) Experimental students will move more between clusters.

Difference = Increase

8) Experimental counselors will demonstrate greater commitment to change their traditional role to more of a group guidance orientation, and toward becoming facilitators of change by working with teachers and their students.
   a) More experimental students will exhibit decision-making skills for selecting occupational specialties.
   b) Experimental administrators will demonstrate a positive attitude toward the new role of the counselor and occupational specialist.
   c) Teachers working with counselors or occupational specialists will demonstrate a greater commitment to change.
9) Experimental students will be placed more often - and will be placed in more career choices.
10) Experimental students will show a greater percent return of follow-up data.
   a) Experimental students will show a greater amount of productivity on the job.
   b) Experimental students will show greater productivity on the job due to work-experience programs.
11) Experimental students will demonstrate a significant increase in educational awareness.
12) Experimental students will demonstrate a significant increase in economic awareness.
13) Experimental schools will have more committees meeting on a regular basis in the areas of staffing, curriculum, differentiated instruction, scheduling and facilities management, inservice, support systems, information and involvement, evaluation, cost-effectiveness, legal-policy and regulations.

Instruments and Data Collection Methods

1)	IED	Form 1:01	Workshop Evaluations	
1a)	OTS			
1b)	OTS			
1c)	IED	Pinellas Survey Form		
1d)	IED	Form 1:01		
2)	OTS			
3)	FAIS	Myers-Briggs		
3a)	OTS			
3b)	FAIS	Myers-Briggs		
4)	IED	4-12 Grades		
5)	PECE	FAIS	OVIS	Occupational Interest Survey Occupational Knowledge Survey
	Elementary Occupations Test			
6 & 7)	OTS			
6a)	OTS			
6b)	OTS			
6c)	Eisenhower			
6d)	Good Bet - VIP Register			
6e)	" " " "			
6f)	OTS			
6g)	OTS			
6h)	OTS			
6i)	OTS			
6j)	OTS			
6k)	OTS			
8)	OTS			
8a)	OTS			
8b)	OTS			
8c)	OTS			

9)	OTS	
10)	OTS	OSU
10a)	OTS	
10b)	OTS	
11)	Pinellas Forms	
12)	OTS	
13)	Broward Forms	

OTS

Open to Suggestion

PRODUCT EVALUATION OF THE EIGHT CAREER EDUCATION ELEMENTS IN GRADES K THROUGH 14

Appendix E of this report provides an exploratory look at new types of instruments for Career Education evaluation to expand the present limited methods of product (student) evaluation. Few reliable instruments for testing Career Education concepts are available. Some commercial manufacturers are beginning to test instruments in selected districts across the country, but many of these seem to have been hastily prepared for an early market, without sufficient thought as to what the instruments are really measuring.

Using the Ohio State Comprehensive Career Education Matrix as content criteria (that which should be tested), it appears that most tests contain a variety of items which in some way refer to Career Education concepts. A typical test may elicit student responses in several of the Career Education elements (e.g., Self Awareness, Career Awareness, Career Planning, Employability Skills, and Decision Making) without really differentiating between elements in test item design. There is a clear need for a set of standards for Career Education tests which attempt to interpret the Ohio State Matrix. The standards should provide better definitions of the eight elements from an assessment point of view, so that a test item, or set of items, may be clearly interpreted as a means for assessing student performance in any given Career Education element. When discrete standards evolve, there will be considerable overlap, and many test item groups will continue to assess more than one of the eight elements. However, it may be possible to set out examples of test items which, when contrasted to other sets, can be said to measure one element more predominantly than any of the others. This was the major objective of the Pinellas County Product Evaluation design.

The primary goal was to develop instruments and procedures which will ultimately assess reliable differences in student growth, along the dimensions of all eight elements of the Ohio State Matrix, in appropriate grades K through 14. This is an extraordinary task for a single school district to undertake, but first steps have now generated 26 instruments in an attempt to better define the eight elements of the Career Education Model from an assessment point of view.

Given 26 instruments which in some way measure the eight elements in appropriate grades K-14, the post-test only design was used to validate each instrument. Whenever that instrument was sufficiently sensitive to detect differences between children who had been involved in the Pinellas County Pilot Career Education Program and children who had not yet been exposed to the program, the instrument was reported as being valid for that grade level.

The post-test only design seems to be one good way to develop a large battery of instruments with smaller numbers of students, in less time and at less cost, than would be required by a pre-post statistical design. Instruments demonstrating both content and face validity during pilot testing, and being sufficiently sensitive to produce valid differences between experimental and control groups, can be earmarked for test-retest reliability (using other groups of students) over time. This will replicate the discriminating part of the experiment and carry the instruments one step further toward the reliability index ultimately required.

When an instrument has passed these three milestones (content and face validity, sensitivity sufficient to produce differences, and an index which shows that the differences are not only significant but reliable, given different groups of students tested over time), than the instrument can be said to be ready for assessing student growth, given other controls.

At this point, the reliable (dependent variable) instruments can also be used for experimental designs which attempt to assess preferred treatments or treatment variables; e.g., whether Curriculum Unit A or B, with or without Treatment Variables C or D, generates greater student performance or growth in any given element of the matrix.

Progress of the Career Education Staff in Pinellas County toward these ends is described on the following pages.

Instrument Design

There are approximately 45 new forms and instruments in this report. These instruments were designed by the Internal Evaluator, the Pinellas County Career Education Staff, and an advisory committee made up of teachers, counselors, and occupational specialists.

The instrumentswere designed between January and April, 1973, and were checked for content and face validity by the External Evaluator, Dr. Allen B. Moore, in accordance with the interlinking relationship between Internal and External Evaluation set out in Appendix B. Most instruments were pilot tested in early May, and all instruments received clearance from the Pinellas County Administration Office on May 7, 1973. Instruments were administered between May 15 and May 25.

Twenty-six new product evaluation instruments underwent four phases of development:

> In Phase I, test items were collected. Many items were generated for the first time. The test items were categorized according to an interpretation of the eight elements of the Ohio State University Comprehensive Career Education Matrix. Dr. William Wade Burley, Associate Professor, Educational Psychology and Guidance, and Dr. Leon C. Greabell, Assistant Professor of Education, both at the University of South Florida, reviewed the items. (Pages 136-140.)

In Phase II, the test items (now in eight categories) were organized into rough instrument form and further categorized for appeal to K-14 students.

In Phase III, these rough instruments were pilot tested in grades K, 2, 4, 7, and 9 for lower-end sensitivity, using control group type students who would not appear in the final testing. Data from pilot tests suggested items which should be omitted from instruments, such as items on which control group students scored very high, leaving no margin for improvement by experimental (pilot school) students. Students were enthusiastic about the tests during pilot testing and volunteered many favorable comments.

In Phase IV, instruments were revised for each of the eight elements. Instruments were examined again for discreteness, and it was determined that each instrument was indeed testing one of the eight elements more predominantly than any of the others. In order to design discrete instruments, it was necessary to extend the terminology used in describing the eight elements of the CCEM, as follows:

CCEM Matrix Element	PCCEP Evaluation Forms
Educational Awareness	Educational Awareness
Economic Awareness	Economic Awareness
Career Awareness	Career Awareness
Self Awareness	Occupational Self Concept
Decision Making	Career Planning
Attitudes and Appreciations	Attitudes toward Career Planning Attitudes toward Work Attitudes toward Occupational Choice
Employability Skills	Employability Skills (Self Concepts)
Basic Competency Skills	Employment Entry Skills

Phase IV ended with a time trial of all instruments under actual test conditions. A few minor revisions were made in some instruments after this phase, but the pressures of time did not permit major changes.

Populations and Samples

The School Principal's Questionnaire, the instrument used to obtain the baseline data for matching experimental and control schools, is shown in Appendix D.

Pilot School	Control School	Grade Levels
Eisenhower Elementary	Bauder Elementary	(K-6)
Palmetto Elementary	Curtis Elementary	(K-6)
Lakeview Elementary	Madeira Beach Elementary	(K-6)
Campbell Park Elementary	North Shore Elementary	(K-6)
16th Street Jr. High	Southside Jr. High	(7-9)
Dunedin High	Northeast High	(10-12)

Considerable diffifulty was encountered in attempting to pair pilot and control schools. This was due, primarily, to extensive cross-busing of students for the purpose of achieving racial balance in all County schools.

Pairing of elementary schools was based on (1) recommendations of the Assistant Superintendent and Director of Elementary Education, (2) socioeconomic factors, and (3) geographic location of the school plant. An attempt was made to select control schools located in the same or closely related geographic area. When this was not possible, second consideration was given to selecting a control school serving children living in similar socioeconomic areas, but not in the same geographic area. Charts on the following pages show comparative enrollment figures, percentages of parents in different occupations, family income, and racial balance.

Junior high schools were paired on the same or similar characteristics. All junior high schools (both pilot and control) are located in very similar socioeconomic areas, although not in the same geographic areas. There was really no basis for selection of a true control school for Clearwater Comprehensive Junior High School, since it is the only comprehensive junior high school in the County. Sixteenth Street Junior High School was paired with Southside Junior High School on the basis of geographic location of school plant, family income, and black-white ratio.

Dunedin Senior High was paired with Northeast High on the basis of school enrollment, family income, and black-white ratio.

Pinellas Vocational-Technical Institute and City Center for Learning are the only designated post-secondary institutions in the County; therefore, could not be paired with control schools.

ELEMENTARY ENROLLMENTS

	K	1	2	3	4	5	6	Total 1-6	Total K-6
Pilot	265	326	356	397	389	380	377	2225	2490
Control	128	326	353	373	379	370	412	2213	2341

TYPES OF ELEMENTARY PARENTS' WORK*

	Professional	Sales	Factory, Skilled	Farm	No. Regular Employment	On Welfare
Pilot	39%	40%	15%	0%	3%	4%
Control	30%	31%	30%	0%	4%	2%

ELEMENTARY FAMILY INCOME

	Under $5,000	$5,000- $9,000	$ 9,000- $20,000	Over $20,000
Pilot	14%	30%	51%	6%
Control	7%	32%	51%	10%

ELEMENTARY RATIO OF BLACK/WHITE/OTHER

	Black	White	Other
Pilot	19%	80%	0.75%
Control	20%	80%	0%

JUNIOR HIGH - FAMILY INCOME

	$5,000	$5,000- $9,000	$9,000- $15,000	Over $15,000
Pilot	20%	50%	25%	2%
Control	40%	40%	20%	0%

JUNIOR HIGH - BLACK/WHITE

	Black	White
Pilot	30%	70%
Control	33%	67%

SENIOR HIGH ENROLLMENT AND FAMILY INCOME PERCENTAGES

	Enrollment				Family Income			
	10	11	12	Total	Under $5,000	$5,000- 9,000	$9,000- 15,000	$15,000 & above
Pilot	750	550	550	1850	8%	32%	50%	10%
Control	746	660	617	2023	13%	30%	48%	9%

*Totals will not always add up to 100%, due to rounding off of percentages.

Twenty students were selected at each grade level in each school, for a total of 1,320 students. All students were selected randomly (e.g., every sixth or seventh student from a roster on the day of the test). An additional 180 students were tested at Clearwater Comprehensive Junior High School, Pinellas Vocational Technical Institute, and City Center for Learning. Students were not eliminated from the test population because of special needs or exceptionally high achievement.

Data Collection Procedures

The procedure to be followed in administering each test appears on a cover sheet with the instrument. Although each cover sheet is entitled, "Directions for the Teacher," a Career Education Staff member administered each test for better control in the testing environment. All students were tested in groups, except as noted below, in school cafeterias.

Each school was tested by a team from the Career Education Staff during the dates of May 15, 16, 17, 18, 21, 22, 23, 24, and 25. At each elementary school, 20 second graders and 20 third graders were tested simultaneously in different areas of the cafeteria. Following this session, fourth, fifth, and sixth graders were tested at the same time in different areas of the cafeteria. Meanwhile, kindergarten and first graders were tested in another section of the school.

At the four elementary pilot schools, kindergarten and first grade instruments were administered on an individual-interview basis, with either a counselor or an occupational specialist doing the interviewing (aided by members of the Career Education staff). Five minutes was allowed for each interview. Students at the four elementary control schools were interviewed by teachers or members of the Career Education Staff. (Standardized interviewing techniques were used in all interviews.)

As shown on the following page, each participating second grade student received Instrument #13 (Career Awareness), then #9 (also Career Awareness); each third grader received Instrument #6 (Economic Awareness), then #9, for a total of 40 minutes maximum testing time per student. Because of time constraints, each fourth, firth, and sixth-grade student received tests #2 and #7, #10 and #14, or #17, depending on the random stratification of tests at those grade levels. For example, at Campbell Park and North Shore, the fourth graders received the test #17 (40 minutes maximum); the fifth graders received the tests #10 and #14 (30 minutes maximum); and the sixth graders received tests #2 and #7 (30 minutes maximum).

At the junior high level, seventh graders received tests #11, #17, #15, and #20, in that order (80 minutes maximum); eighth graders received tests #11, #17, #22, and #21, in that order (85 minutes maximum); and ninth graders received tests #11, #17, #18, and #8, in that order (90 minutes maximum).

TESTS ADMINISTERED IN PILOT AND CONTROL SCHOOLS

				No. of Students and Grade Level			
Instrument	Element*	Level	Time (Min.)	Campbell Park and North Shore	Eisenhower and Bauder	Lakeview and Madeira Beach	Palmetto and Curtis
#1	EA	K-1	5	40 - K	40 - 1	40 - K	40 - 1
#2	EA	4-6	10	40 - 6	40 - 4	40 - 5	40 - 5
#5	EC	K-1	5	40 - 1	40 - K	40 - 1	40 - K
#6	EC	2-3	15	40 - 3	40 - 3	40 - 3	40 - 3
#7	EC	4-6	20	40 - 6	40 - 4	40 - 4	40 - 5
#9	CA	2-3	25	80 - 2/3	80 - 2/3	80 - 2/3	80 - 2/3
#10	CA	4-6	20	40 - 5	40 - 6	40 - 5	40 - 4
#13	CA	2-3	15	40 - 2	40 - 2	40 - 2	40 - 2
#14	CA	4-6	10	40 - 5	40 - 6	40 - 4	40 - 4
#17	OSC	4-6	40	40 - 4	40 - 5	40 - 6	40 - 6

				16th St. and Southside		
				No. of Students		
Instrument	Element*	Level	Time (Min.)	7th Grade	8th Grade	9th Grade
#3	EA	-	-	-	-	-
#8	EC	7-9	10	40	40	40
#11	CA	7-9	20	40	40	40
#15	CA	7-9	10	40	40	40
#17	OSC	7-9	40	40	40	40
#18	CP	7-9	15	40	40	40
#20	ATCP	7-9	10	40	40	40
#21	ATW	7-9	10	40	40	40
#22	ATOC	7-9	15	40	40	40

				Dunedin and Northeast		
Instrument	Element*	Level	Time (Min.)	10th Grade	11th Grade	12th Grade
#4	EA	10-14	5	40	40	40
#8	EC	10-14	10	40	40	40
#12	CA	10-14	20	40	40	40
#16	CA	10-14	20	40	40	40
#17	OSC	10-14	40	40	40	40
#19	CP	10-14	25	40	40	40
#22	ATOC	10-14	15	40	40	40
#23	ES	10-14	5	40	40	40
#24	ES	10-14	25	40	40	40
#25	EES	11-14	15	-	40	40
#26	EES	11-14	5	-	40	40

*See explanation of element codes, page 334.

At the senior high level, tenth graders received tests #12, #17, #4, #8, and #22, in that order (90 minutes maximum); eleventh graders received tests #12, #17, #19, and #23, in that order (90 minutes maximum); and twelfth graders received tests #12, #17, #19, and #25, in that order (100 minutes maximum).

Post-secondary students (at Pinellas Vocational Technical Institute and City Center for Learning) received tests #16 and #17 (Group 1); #4, #8, #22, and #19 (Group 2); #4, #24, #23, #25, and #26 (Group 3). Approximately 60 minutes was used for each student group.

The product evaluation of the eight elements will be reported in the following order: Educational Awareness (EA), Economic Awareness (EC), Career Awareness (CA), Occupational Self Concept (OSC), Career Planning (CP), Attitudes and Appreciations (AA), Employability Skills (ES), and Employment Entry Skills (EES). Schools are identified by code letters; e.g., CP (Campbell Park).

After pilot testing, it was found that only the Educational Awareness and Economic Awareness instruments had content and format suitable for Kindergarten children. Similarly, Career Awareness instruments were capable of eliciting data only from second through fourteenth graders.

The Occupational Self Concept instrument was questionable at the fourth grade level, but worked well at grades five through fourteen. Instruments on Attitudes toward Career Planning, Work, and Occupational Choice were well received in Grades 7 through 14. The Employability Skills instrument is suited for grades 10 through 14 (but was resisted by some students at the upper grade levels). Employment Entry Skills and Interests were suited for Grades 11 through 14: tenth graders and some in lower grades were apologetic for demonstrating knowledge of only a few of the skills in the inventory.

The following analysis was performed on the assumption that there would be considerable differences in favor of the experimental (pilot) students over the control school students, given the Career Education Project. If enough instruments demonstrated differences, the project would have its evidence, and a new battery of instruments would be available for future testing of career education projects.

DATA ANALYSIS

All 26 Product Evaluation Instruments appear in Appendix E. Appendix F contains Scoring Keys for all instruments.

Educational Awareness — #1

Instrument #1 is a four-question, open-ended, interview-type instrument for kindergarten and first grade students (testing time 5 minutes).

INSTRUMENT #1

DATA REDUCTION

	Kindergarten				1st Grade			
	CP	NS	LK	MB	EI	BA	PL	CI
	4	4	4	4	4	3	4	3
	4	4	4	4	4	3	3	2
	3	3	4	4	4	3	3	2
	3	3	3	4	4	1	3	2
	3	3	3	3	4	1	3	2
	3	3	3	2	4	1	3	2
	3	3	3	2	4	1	2	1
	3	2	3	3	4	1	2	1
	3	2	2	1	4	1	2	1
	3	2	2	1	4	1	2	1
	2	2	2	1	4	1	1	1
	2	2	2	1	3	1	1	1
	2	2	2	0	3	0	1	1
	2	2	1	0	3	0	1	1
	2	2	1	-	3	0	1	1
	2	1	1	-	2	0	1	1
	1	1	1	-	2	0	1	0
	1	1	1	-	2	0	1	0
	-	1	0	1	1	0	0	0
	-	1	0	-	1	0	0	0
Total Count	46	44	42	29	64	18	35	23
Total Students	18	20	20	14	20	20	20	20
Avg/Student (x 25)	2.55	2.2	2.1	2.0	3.2	0.9	1.75	1.15
Class Mean Avg.	63.7	55.0	52.5	50.0	80.0	22.5	43.7	28.7

The following are Class Mean Averages of the Experimental (Pilot) and Control Schools at the kindergarten and first grade levels. (See data reduction on the previous page.

	Pilot Schools		Control Schools	
Kindergarten	CP	63.7	NS	55.0
	LK	52.5	MB	50.0
First Grade	EI	80.0	BA	22.5
	PL	43.7	CT	28.7

The combined Class Mean Averages are: 60.0 (for 78 students) and 39.5 (for 74 students), or a combined group ratio of 60.0/39.5. The pilot school mean averages were found to be significantly greater than those of the control schools at the 0.01 level. (See data on the following page.)

It is recommended that Instrument #1 be subjected to a test/re-test situation over time, with similar student populations, to establish a stronger validity-reliability index. The instrument might also be tested with second and third graders; special tests of this instrument were given to Eisenhower Elementary's second and third graders, and neither group demonstrated proficiency.

Educational Awareness - #2

Instrument #2 is a 20-question, agree-disagree type instrument for students in the fourth to sixth grades. (Testing time, 10 minutes.)

Test items which elicited greatest agree-disagree differences between pilot and control school students are listed below. Following this list are items which elicited nonsignificant differences. (See data reduction on the following page.)

Item No.	Response	Pilot School			Control School			Pilot School Students Agreed More Often With the Following Statements:
13	Agree	15	15	14	12	9	9	School is teaching me how I can earn money on a job.
	Disagree	5	5	3	8	8	9	
11	Agree	17	18		13	14		We should have more people come to school and talk about their jobs.
	Disagree	1	2		6	6		
17	Agree	18	14		11	10		I should be taught more about work while I am in school.
	Disagree	2	6		9	7		
10	Agree	17	18		14	15		Learning about jobs is as important as learning about other things.
	Disagree	1	2		5	2		

INSTRUMENT #2

DATA REDUCTION

	AGREE								DISAGREE							
	Pilot				Control				Pilot				Control			
	CP	LK	PL	EI	NS	MB	CT	BA	CP	LK	PL	EI	NS	MB	CT	BA
1. I am learning to listen more carefully in school.	18	18	17	18	19	20	20	14	2	-	3	2	-	-	1	3
2. I am learning about all the different workers we need to make our food, clothes, and homes.	18	14	17	14	13	15	14	15	2	4	3	6	6	5	6	2
3. School is teaching me to do things with my hands.	11	3	15	12	13	10	19	14	9	5	5	8	6	10	1	3
4. When I like the teacher, I do my work better.	16	11	15	16	11	15	11	12	4	7	5	4	8	5	9	5
5. I believe most people enjoy their work.	8	9	8	9	9	12	7	8	12	8	12	11	6	8	13	9
6. The best way to learn about a job is to help someone work.	6	12	11	13	13	15	13	13	14	6	9	7	6	5	7	4
7. Most girls can work just as well as boys.	16	16	16	17	5	19	18	15	4	2	4	3	4	1	2	2
8. When I like my work, I do it better.	17	16	19	19	14	18	19	16	3	1	1	1	1	1	1	1
9. I like to see films about how things are sold.	13	9	13	14	9	12	13	9	7	9	7	6	9	8	7	8
10. Learning about jobs is as important as learning about other things.	18	17	18	16	14	15	18	15	2	1	2	4	5	5	2	2

INSTRUMENT #2 (CONTD.)

DATA REDUCTION

	AGREE								DISAGREE							
	Pilot				Control				Pilot				Control			
	CP	LK	PL	EI	NS	MB	CT	BA	CP	LK	PL	EI	NS	MB	CT	BA
11. We should have more people come to school and talk about their jobs.	16	17	18	16	13	14	16	15	4	1	2	4	6	6	4	2
12. I am learning how workers use whatever they learned in school.	15	9	13	12	14	16	11	14	5	8	7	8	4	4	9	3
13. School is teaching me how I can earn money on a job.	15	14	15	6	9	7	12	9	5	3	5	14	9	13	8	8
14. My parents can teach me everything I need to know about jobs.	5	7	4	11	7	12	3	10	15	10	16	9	11	7	17	7
15. When I learn math, social studies, science, and language, I learn about jobs, too.	16	17	18	14	14	14	29	11	4	0	2	6	5	6	1	6
16. Students who are going to college should think about working before they get to college.	15	13	15	14	16	17	22	16	5	4	5	6	3	3	8	1
17. I should be taught more about work while I am in school.	18	11	17	14	12	17	11	10	2	6	3	6	6	3	9	7
18. School is helping me to decide what kind of work I will do when I am finished with school.	18	15	10	16	13	16	16	12	2	2	10	4	6	4	4	3
19. In school I am learning to make things which I can sell.	6	3	9	10	7	10	7	7	14	14	11	10	12	10	13	10
20. School is a place that I will come back to after I graduate.	7	10	11	6	10	10	9	10	13	7	9	14	8	10	11	7

Educational Awareness - #2 (continued)

Item No.	Response	Pilot School		Control School		Pilot School Students Agreed More Often with the Following Statements:
4	Agree	16	16	11	[illegible]	When I like my teacher, I do my work better.
	Disagree	4	4	9	5	
15	Agree	17		11		When I learn math, social studies, science, and language, I learn about jobs, too.
	Disagree	0		0		
9	Agree	14		9		I like to see films about how things are sold.
	Disagree	6		8		
2	Agree	18		13		I am learning about all the different workers we need to make our food, clothes, and homes.
	Disagree	2		6		

Responses to the eight items above provided the strongest evidence that children in the pilot schools are developing a growing awareness of work-related concepts. The next two items reinforce this finding:

Item No.	Response	Pilot Schools		Control Schools		Statements
14	Agree	5		10		My parents can teach me everything I need to know about jobs. (Possibly indicating that there are sources of information outside the home, such as teachers at the pilot schools.)
	Disagree	15		7		
6	Agree	6	11	15	13	The best way to learn about a job is to help someone work. (Possibly indicating that there are ways to learn at the pilot schools.)
	Disagree	14	9	5	4	

The following items elicited nonsignificant differences between pilot and control student attitudes:

1. I am learning to listen more carefully in school.
7. Most girls can work just as well as boys.
8. When I like my work, I do it better.
18. School is helping me decide what kind of work I will do when I am finished with school.
19. In school, I am learning to make things I can sell.

It is somewhat indicative of the validity of the educational awareness instrument that the five foregoing items are not specifically learned concepts about work. Item 18 relates to school guidance at higher grade levels. Item 19 may also belong in Economic Awareness at a higher grade level. The remaining items appealed more to control group students than to pilot school students:

Item No.	Response	Schools		Schools		Statements
12	Agree	13	12	16	14	I am learning how workers use whatever they learned in school.
	Disagree	7	8	4	3	
16	Agree	15	13	16	16	Students who are going to college should think about working before they get to college.
	Disagree	5	4	3	1	
20	Agree	7	6	10	9	School is a place that I will come back to after I graduate.
	Disagree	13	14	8	11	
3	Agree	12		19		School is teaching me to do things with my hands.
	Disagree	8		1		
5	Agree	8		12		I believe most people enjoy their work.
	Disagree	12		8		

With the exception of item 12, the items seem to be of a controversial nature. It is possible that all five can be reworded as educational awareness indicators.

Half the items in this instrument may be valid indicators of educational awareness. It is recommended that these items (13, 11, 17, 10, 4, 15, 9, 2, 14, and 6) be subjected to test/retest over time, given similar groups of students, in order to establish a reliability index for this instrument. It is also recommended that these items be tested in grades 7, 8, and 9.

Educational Awareness Instrument #3 (used in grades 7, 8, and 9) elicited nonsignificant differences during pilot testing; it was not used for further testing.

Educational Awareness - #3

This instrument produced nonsignificant differences during pilot testing; it was dropped from the battery at that time.

Educational Awareness - #4

Instrument #4 is a 10-question (strongly agree/agree/disagree/strongly disagree) instrument for students in grades 10 through 14. (Testing time, 5 minutes.)

It appears that a number of students from Dunedin's 10th grade may have answered the questions with a "negative mind-set." (See data reduction on the following page.) Pinellas Vocational-Technical Institute and City Center for Learning scores will be used to determine test item validity. Test items are listed below according to the fewest total number of disagree or strongly disagree responses. Northeast and Dunedin are also included in this list.

Test Item	Total Disagree and Strongly Disagree			Statements
	PVTI and CCL	NE	DU	
5	3	6	14	I have learned many things in school that I can apply in my work.
7	7	2	17	I will enjoy using my skills and abilities on a full-time job.
6	9	6	19	I have set some goals, and I know what I want to do in life.
9	13	4	7	I will need to go back to school at different times during my life.
1	15	5	13	From what I have learned at school, I can plan my own career preparation and goals.

The remainder of questions received a similar number of "disagree" and "strongly disagree" responses:

2	20	7	11	The amount of education that I get will determine the amount of enjoyment I will receive.
3	20	6	11	Education helps me in the use of my leisure time.
4	20	9	10	Most of my courses relate to the "real world" outside of school.
8	20	3	13	I have learned that most employers have company-paid courses for employees who want to develop their skills more rapidly.

DATA REDUCTION

INSTRUMENT #4

School	STRONGLY AGREE	AGREE	DIS-AGREE	STRONGLY DISAGREE	Statement
DU	4	4	11	2	1. From what I have learned at school, I can plan my own career preparation and goals.
NE	4	10	5	-	
PVTI	3	24	5	3	
CCL	4	10	5	1	
CCL	9	9	1	-	
DU	2	5	8	3	2. The amount of education that I get will determine the amount of enjoyment I will receive.
NE	5	7	6	1	
PVTI	6	17	10	2	
CCL	7	6	4	2	
CCL	8	10	2	-	
DU	4	6	7	4	3. Education helps me in the use of my leisure time.
NE	1	11	6	-	
PVTI	4	18	10	2	
CCL	5	9	4	2	
CCL	10	7	2	-	
DU	4	5	9	1	4. Most of my courses relate to the "real world" outside of school.
NE	2	8	9	-	
PVTI	6	19	8	1	
CCL	2	8	5	3	
CCL	12	4	3	-	
DU	2	3	13	1	5. I have learned many things in school that I can apply in my work.
NE	6	7	5	1	
PVTI	18	17	-	-	
CCL	10	7	3	-	
CCL	13	7	-	-	
DU	1	2	10	9	6. I have set some goals, and I know what I want to do in life.
NE	8	7	5	1	
PVTI	12	21	1	1	
CCL	10	5	3	1	
CCL	11	6	3	-	
DU	-	2	9	8	7. I will enjoy using my skills and abilities on a full-time job.
NE	7	10	2	-	
PVTI	15	18	2	-	
CCL	10	7	2	1	
CCL	11	6	2	-	

DATA REDUCTION

INSTRUMENT #4 (Continued)

School	STRONGLY AGREE	AGREE	DIS-AGREE	STRONGLY DISAGREE	Statement
DU	2	6	10	3	8. I have learned that most employers have company-paid courses for employees who want to develop their skills more rapidly.
NE	1	15	3	-	
PVTI	4	18	9	2	
CCL	4	12	2	1	
CCL	6	7	5	1	
DU	3	7	6	1	9. I will need to go back to school at different times during my life.
NE	7	8	2	2	
PVTI	13	17	3	2	
CCL	4	9	3	1	
CCL	7	8	4	-	
DU	1	5	8	5	10. Many people are proud of their field of work and teach other people about it in classes after working hours.
NE	7	9	3	-	
PVTI	2	19	11	1	
CCL	5	6	7	2	
CCL	5	10	3	1	

Educational Awareness - #4 (continued)

Test Item	Total Disagree and Strongly Disagree			Statements
	PVTI and CCL	NE	DU	
10	25	3	13	Many people are proud of their field of work, and teach other people about it in classes after working hours.

Since there is no correlation between Pinellas Vocational Technical Institute/City Center for Learning combined scores and either Dunedin or Northeast, it is recommended that items 5, 7, 6, 9, and 1 be retained as part of a new instrument, and that the more controversial questions (2, 3, 4, 8, and 10) be rewritten or replaced.

Economic Awareness - #5

Instrument #5 is a four-question, open-ended, interview-type instrument for kindergarten and first grade students. (Testing time, 5 minutes.)

The following are Class Mean Averages for the experimental (pilot) and control schools. (See data reduction on the following page.)

	Pilot Schools		Control Schools	
Kindergarten	PL	56.2	CT	58.7
First Grade	CP	64.5	NS	67.5
	LK	80.0	MB	62.5
(Kindergarten)	EI	65.0	BA (1st)	62.5
(2nd Grade)	EI	87.5		

Bauder Elementary School (BA) does not have kindergarten classes. The "matching" pilot school (Eisenhower) kindergarten score (65.0) might be adjusted, since all the first grade scores are considerably higher than Palmetto and Curtis elementary and kindergarten scores. The 87.5 Eisenhower figure represents a special test given to second graders to test the potential of the instruments for use in the higher grades.

Combined class mean averages are as follows: 66.7 (for 79 students) and 63.5 (for 80 students), or a combined group ratio of 66.7/63.5 (unadjusted for Eisenhower kindergarten versus Bauder first grade scores).

It is recommended that an item analysis be performed on Instrument #5, to determine which items discriminate best between the four paired schools. The test should be revised and given to similar populations in a test/retest over time situation.

DATA REDUCTION

INSTRUMENT #5

	2nd Grade	1st Grade						Kinder-garten	
	EI	EI	BA	CP	NS	LK	MB	PL	CT
	4	4	4	4	4	4	4	4	3
	4	4	4	4	4	4	4	3	3
	4	4	3	3	4	4	4	3	3
	4	4	3	3	4	4	4	3	3
	3	3	3	3	4	4	4	3	3
	3	3	3	3	3	4	3	3	3
	3	3	3	3	3	4	3	3	3
	3	3	3	3	3	4	3	3	3
		3	3	3	3	3	3	3	3
		3	2	3	3	3	2	2	3
		2	2	2	2	3	2	2	2
		2	2	2	2	3	2	2	2
		2	2	2	2	3	2	2	2
		2	2	2	2	3	2	2	2
		2	2	2	2	3	2	2	2
		2	2	2	2	3	2	2	2
		2	2	2	2	3	2	1	2
		2	2	2	2	2	2	1	2
		2	2	1	2	2	1	1	1
		0	2	-	1	2	0	0	0
Count	28	52	51	49	54	65	51	45	47
Students	8	20	20	19	20	20	20	20	20
Avg./Student	3.5	2.6	2.55	2.58	2.7	3.2	2.5	2.25	2.35
(x 25)									
Class Mean Average	87.5	65.0	62.5	64.5	67.5	80.0	62.5	56.2	58.75

Economic Awareness - #6

Instrument #6 is a 10-question, two-option, fill-in type instrument for third grade students. (Testing time, 10 minutes)

The following are Class Mean Averages for the Experimental (Pilot) and Control Schools. (See data reduction on the next page.)

	Pilot Schools		Control Schools	
3rd Grade	CP	78.0	NS	79.5
	LK	83.0	MB	86.5
	EI	78.0	BA	81.0
	PL	82.0	CT	72.5

The combined Class Mean Averages are: 80.3/79.8 (for 80 students).

It is recommended that the open-ended format of Instrument #5 be used from K through the 3rd Grade. After an item analysis of both #5 and #6, #5 can be redesigned, using a combination of all items.

Economic Awareness - #7

Instrument #7 is a 20-question, agree/disagree type instrument for fourth to sixth grade students. (Testing time, 20 minutes)

The following are Class Mean Averages for the Experimental (Pilot) and Control Schools. (See data reduction on page 348.)

	Pilot Schools		Control Schools	
4th Grade	EI	65.5	BA	55.8
	LK	66.3	MB	67.6
5th Grade	PL	74.0	CT	64.5
6th Grade	CP	58.5	NS	66.5

The combined Class Mean Averages are as follows: 66.0 (for 79 students) and 63.8 (for 74 students), or a combined group ratio of 66.0/63.8. The scoring key was based on predisposed attitudes, and is subject to an item analysis as follows:

DATA REDUCTION

INSTRUMENT #6

Third Grade

	CP	NS	LK	MB	EI	BA	PL	CT
	10	9	10	10	10	10	10	10
	10	9	10	10	10	10	10	10
	10	9	10	10	10	10	10	9
	10	9	9	10	10	10	9	9
	9	9	9	9	10	10	9	9
	9	9	9	9	9	9	9	8
	9	8	9	9	9	9	9	8
	8	8	9	9	9	9	9	8
	8	8	9	9	9	9	8	8
	8	8	9	9	8	8	8	8
	8	8	9	9	8	8	8	8
	8	8	8	9	8	8	8	7
	8	8	8	9	7	8	8	7
	7	8	8	8	7	7	8	6
	7	7	8	8	7	7	8	6
	7	7	8	8	6	7	8	5
	6	7	7	8	5	6	7	5
	6	7	7	7	5	6	7	5
	5	7	6	7	5	6	6	5
	3	6	4	6	4	5	5	4
Total Count	156	159	166	173	156	162	164	145
Total Students	20	20	20	20	20	20	20	20
Avg./Student	7.8	7.95	8.3	8.65	7.8	8.1	8.2	7.25
(x10) Class Mean Avg.	7.8	79.5	83	86.5	78	81	82	72.5

DATA REDUCTION

INSTRUMENT #7

	6TH		5TH		4TH			
	CP	NS	PL	CT	LK	MB	EI	BA
	9	10	9	9	9	9	9	8
	8	9	9	9	9	9	9	6
	7	9	9	9	9	9	8	6
	7	8	9	8	8	8	8	7
	7	8	9	8	8	8	8	7
	7	7	9	8	8	8	8	7
	6	7	9	7	8	7	8	7
	6	7	9	7	8	7	7	7
	6	6	8	7	6	7	7	4
	6	6	8	7	6	6	7	4
	6	6	7	6	6	6	7	4
	6	6	7	6	6	6	6	4
	6	6	7	6	6	6	6	4
	5	6	7	6	6	6	6	5
	5	6	6	5	6	5	6	5
	5	6	6	5	5	4	6	5
	4	6	6	4	4	4	4	5
	4	5	6	4	4	-	2	-
	4	5	4	4	4	-	2	-
	3	4	4	4	-	-	2	-
Total Count	117	133	148	129	126	115	131	95
Total Students	20	20	20	20	19	17	20	17
Avg./Student	5.85	6.65	7.40	6.45	6.63	6.76	6.55	5.58
(x10)								
Class Mean Avg.	58.5	66.5	74.0	64.5	66.3	67.6	65.5	55.8

INSTRUMENT # 7

DATA REDUCTION

	AGREE								DISAGREE							
	Pilot				Control				Pilot				Control			
	CP	PL	LK	EI	NS	CT	MB	BA	CP	PL	LK	EI	NS	CT	MB	BA
1. Most people have everything that they want.	4	1	2	1	3	-	4	6	16	19	17	19	17	20	13	11
2. Something nice to have, like a fur coat, is called a luxury.	13	18	17	18	17	14	13	16	7	2	2	2	3	6	4	1
3. A highly skilled job usually pays a higher salary or hourly rate than an unskilled job.	15	16	13	16	17	18	10	14	5	4	6	4	3	2	7	3
4. Some people work at jobs they don't like because the job allows them to earn a very good salary.	13	12	8	12	14	13	10	14	7	8	11	8	6	7	7	3
5. Because of the specialization of jobs in the United States, each of us depends upon many people for the goods and services that we need each day.	15	20	18	19	16	19	15	17	5	-	1	1	4	1	2	-
6. We are all producers and consumers	13	12	8	9	13	9	7	11	7	8	11	11	7	11	10	6
7. People in one community may depend upon the work of people in other communities to produce goods or ship them the goods they need.	15	19	16	20	15	15	11	15	5	1	3	-	5	5	6	1
8. An example of the division of labor is when your mother washed the dishes and your sister dries them and puts them away.	13	12	9	15	10	12	7	15	7	8	10	5	10	8	10	2

INSTRUMENT # 7 (CONTD.)

DATA REDUCTION

	AGREE								DISAGREE							
	Pilot				Control				Pilot				Control			
	CP	PL	LK	EI	NS	CT	MB	BA	CP	PL	LK	EI	NS	CT	MB	BA
9. When a large corporation goes out of business, there is little effect on the community in which it is located.	11	12	8	6	11	10	5	10	9	8	11	14	9	10	12	7
10. We all pay for public services by paying taxes.	17	19	18	19	17	19	16	16	3	1	1	1	3	1	1	1
11. A person can acquire money only by working for a salary.	15	5	10	11	10	13	6	9	5	15	9	9	10	7	11	8
12. People all over the U.S. who work at the same job make the same amount of money.	4	1	-	6	2	1	3	3	16	19	19	14	18	19	14	14
13. Buying on credit usually increases the cost of goods and services that we need each day.	14	15	11	12	11	10	10	11	6	5	8	8	9	10	7	6
14. When you save enough money, there is the possibility of retiring from work.	12	18	13	11	13	14	10	11	8	2	6	9	7	6	7	6
15. The division of labor and the specialization of jobs makes goods and services cost more than when one person made the entire product.	14	12	8	13	9	12	11	15	6	8	11	7	11	8	6	2
16. No one person can produce everything he needs.	15	18	16	16	14	18	13	11	5	2	3	4	6	2	4	6

INSTRUMENT # 7 (CONTD.)

DATA REDUCTION

	AGREE								DISAGREE							
	Pilot				Control				Pilot				Control			
	CP	PL	LK	EI	NS	CT	MB	BA	CP	PL	LK	EI	NS	CT	MB	BA
17. Products that are not made nearby usually cost more because of transportation and storage costs.	13	17	17	14	15	16	11	11	7	3	2	6	5	4	6	4
18. It was easier to get what you needed to live in the early days of our country than it is today.	13	5	9	9	9	5	7	7	8	15	10	11	11	15	10	9
19. The price you pay for goods and services depends primarily upon supply and demand.	16	14	11	14	17	13	12	12	4	6	8	6	3	7	5	4
20. Most people go into business to take a loss.	3	4	4	5	4	5	4	6	17	16	15	15	16	15	13	10

Economic Awareness - #7 (continued)

Expected Test Item Response Appearing on Scoring Key		Responses Showing Stronger Agreement with Scoring Key Response in Pilot Schools than Control Schools		
Agree Item #	Disagree Item #	Pilot	Control	Potentially Valid Item?
	1	1 4 19 16	4 6 13 11	YES: 2 pilot schools showed stronger disposition toward disagreement response expected by scoring key.
	9	None		NO
	11	None		NO
13		15 14 5 6	10 10 7 10	YES: 2 pilot schools showed stronger disposition toward agreement response expected by scoring key.
14		18 2	14 6	YES: 1 pilot school showed stronger disposition toward agreement.
15		None		NO
16		18 16 2 4	13 11 4 6	YES: 2 pilot schools showed stronger disposition toward agreement.
	18	13 8	7 10	NO: 1 pilot school showed stronger disposition toward agreement.
19		11 8	12 4	NO: 1 pilot school showed stronger disposition toward disagreement.
	20	3 17	6 10	YES: 1 pilot school showed stronger disposition toward disagreement.

Economic Awareness - #7 (continued)

It appears that only five of the ten items designated by predisposed attitudes on the scoring key have potential validity. The following items also express some potential validity:

Agree-Item #	Pilot Schools		Control Schools		Potentially Valid Item?
7	19	20	15	11	Yes - 2 Pilot Schools showed stronger disposition toward agreement.
	1	0	5	6	
17	17	13	11	11	Yes - 2 Pilot Schools showed slightly stronger disposition toward agreement.
	2	7	4	6	

Since the test in its present form does not contain enough items which distinguish between Pilot and Control Schools, it is recommended that items 1, 7, 13, 14, 16, 17, 20 be used as a basis for a new instrument.

Economic Awareness - #8

Instrument #8 is a 15-question, agree-disagree type instrument for ninth and fourteenth grade students. (Testing time, 10 minutes.)

The following are Class Mean Averages for the Experimental (Pilot) and Control Schools. (See data reduction on the next page.)

	Pilot Schools		Control Schools	
9th Grade	16th	53.0	SS	46.0
10th Grade	DU	61.0	NE	59.0
Post-Secondary	PVTI	73.0	CCL	69.0

The combined Class Mean Averages are as follows: 62 (for 56 students) and 59.4 (for 53 students), or a combined group ratio of 62.0/59.4. It appears that all three Pilot Schools have higher scores than the Control Schools, and that the instrument may be valid.

The scoring key was based on predisposed attitudes, and is subject to an item analysis as follows:

DATA REDUCTION

INSTRUMENT #8

	7th	8th	9th		10th		13-15	
	CL	CL	16th	SS	DU	NE	CCL	PVTI
	9	9	8	8	8	9	9	9
	8	9	8	7	8	8	9	9
	8	9	7	7	8	8	8	9
	7	8	7	6	8	7	8	9
	7	7	7	6	7	7	8	8
	7	7	7	6	7	7	8	8
	7	7	6	6	7	6	8	8
	6	6	6	5	7	6	8	8
	6	6	6	5	7	6	7	8
	6	6	5	4	7	6	7	8
	6	6	5	4	7	6	7	7
	6	6	5	4	6	6	7	7
	6	6	5	4	6	5	7	7
	6	5	5	3	6	5	6	5
	5	5	5	-	6	5	6	5
	5	5	4	-	6	4	6	2
	5	4	4	-	5	4	6	-
	4	4	4	-	3	4	5	-
	4	4	3	-	2	3	5	-
	3	4	2	-	1	-	3	-
	3	3	-	-	-	-	-	-
Total Count	124	120	106	65	122	112	138	117
Total Students	21	21	20	14	20	19	20	16
Avg./Student (x 10)	5.9	5.7	5.3	4.6	6.1	5.9	6.9	7.3
Class Mean Avg.	59.0	57.0	53.0	46.0	61.0	59.0	69.0	73.0

INSTRUMENT #8

DATA REDUCTION

	AGREE								DISAGREE							
	Pilot				Control				Pilot				Control			
	CL	CL	16th	SS	DU	NE	CCL	PVTI	CL	CL	16th	SS	DU	NE	CCL	PVTI
1. A person can bring in money only by working for a salary or an hourly rate.	6	6	2	6	2	6	6	2	16	13	17	8	16	13	13	14
2. Buying on credit increases the cost of whatever you buy.	10	11	7	6	10	12	12	11	12	8	12	8	9	7	7	5
3. When enough money is saved, you have the option of retiring from work.	14	11	11	8	11	10	14	9	8	8	8	5	8	9	5	7
4. Stock market investments can produce greater fortunes in a shorter amount of time than real estate investment.	10	13	8	8	7	6	8	7	12	6	10	5	9	13	11	9
5. The division of labor and specialization makes goods and services cost more than when one person made the entire product.	12	9	8	7	9	8	7	5	10	10	11	7	8	11	11	11
6. "Gross Pay" is the amount of money you take home.	11	11	11	8	7	7	4	1	11	8	8	6	12	12	15	15
7. Hospitalization is cheapest when subscribed through a group plan	12	8	13	7	11	14	18	15	10	11	6	5	6	5	1	1
8. No states have the right to tax your income; this is the job of the Federal Government.	13	7	15	8	6	9	7	3	9	12	4	6	13	10	12	13

INSTRUMENT #8 (CONTD.)

DATA REDUCTION

	AGREE								DISAGREE							
	Pilot				Control				Pilot				Control			
	CL	CL	16th	SS	DU	NE	CCL	PVTI	CL	CL	16th	SS	DU	NE	CCL	PVTI
9. Automobile insurance is cheaper for the person who is under 26 years of age.	4	5	3	3	3	4	2	1	18	14	16	11	17	15	17	15
10. Name brand products are usually more economical and of better quality than off-brand products.	17	15	8	6	8	10	8	6	5	4	10	8	11	9	11	10
11. The greater the salary received for performing a job the greater the personal satisfaction associated with the job.	14	13	16	9	5	7	11	4	8	6	3	5	14	12	8	12
12. White collar jobs usually hve associated with them higher status level than blue collar jobs.	11	10	8	5	12	12	12	11	11	9	9	9	6	6	7	5
13. Buying on credit is easier than buying with cash, until you have to pay for it.	16	12	14	11	14	16	15	11	6	7	4	3	1	3	4	5
14. You have to go to college to get a good paying job.	10	7	3	4	5	1	2	0	12	12	15	10	15	18	17	16
15. Most people can get a scholarship or loan to continue their education.	17	12	15	8	13	15	15	11	5	6	3	6	6	4	4	5

Economic Awareness - #8 (continued)

Expected Test Item Response Appearing on Scoring Key		Responses Showing Stronger Agreement with Scoring Key Response in Pilot Schools than Control Schools						
Agree Item #	Disagree Item #	Pilot			Control			Potentially Valid Item?
	1	2 17	2 16	2 14	6 8	6 13	6 13	Yes - All three Pilot Schools showed significantly stronger disposition toward the expected disagreement response.
2		11 5	10 9	7 12	12 7	12 7	6 8	No - Pilot Schools showed less "Agree" disposition than Control Schools.
3		11 8	11 8	9 7	14 5	8 5	10 9	No - Non-Significant differences.
4		8 10	7 9	8 11	8 5	8 11	6 13	No - Non-Significant differences.
	5	5 11	8 11	9 8	7 11	8 11	7 7	No - Non-Significant differences.
	6	1 15	7 12	11 8	4 15	7 12	8 6	Yes - But only at the Post-Secondary Level. There is also a direct correlation between stronger disagreement and higher grade level.
7		15 1	13 6	11 6	18 1	14 5	7 5	Yes - Primarily at the 9th Grade level.
	8	3 13	6 13	15 4	7 12	9 10	8 6	Yes - Primarily at the Post-Secondary and 10th Grades.
	9	1 15	3 17	3 16	2 17	4 15	3 11	Yes - All three Pilot Schools showed slightly stronger tendencies to disagree.
10		8 10	8 11	6 11	10 9	8 11	6 8	No - Non-significant differences.

Economic Awareness - #8 (continued)

The instrument seems to be marginally balanced, with five valid items producing expected contrast between pilot and control schools. It is recommended that items 2, 3, 4, 5, and 10 be rewritten or replaced to increase the validity of the instrument before test/re-test over time.

Items 11 through 15 were not included in the scoring key, since they were expected to elicit 'controversial' or non-significant responses, based on pilot test data. In view of present data, it appears that these items should be dropped from the instrument.

Career Awareness - #9

Instrument #9 is an open-listing type instrument for second and third graders. (Testing time, 30 minutes.)

The following are Class Mean Averages for the Pilot and Control Schools:

	Pilot Schools		Control Schools	
2nd Grade	CP	15.5	NS	7.8
	LK	11.0	MB	12.2
	EI	10.2	BA	9.1
	PL	12.3	CT	14.2

The combined Class Mean Averages are as follows:

$$\left(\frac{981}{80\ \text{Students}} = 12.3\right) \Big/\!\!\Big/ \left(\frac{860}{79\ \text{Students}} = 10.9\right), \quad \text{or a}$$

combined group ratio of 12.3/10.9.

Further efforts to standardize data collection procedures, controls, and scoring should be implemented to see if this ratio can be increased, given other similar student groups.

	Pilot Schools		Control Schools	
3rd Grade	CP	28.7	NS	12.3
	LK	26.6	MB	25.8
	EI	16.8	BA	15.0
	PL	21.8	CT	14.2

DATA REDUCTION

INSTRUMENT #9

2nd Grade

	CP	NS	LK	MB	EI	BA	PL	CT
	28	18	32	21	34	20	26	37
	26	17	23	20	18	18	21	34
	21	15	17	20	18	15	17	24
	21	15	16	20	17	12	15	24
	20	11	16	19	16	11	15	23
	20	9	14	19	16	10	14	18
	20	8	13	18	14	9	13	18
	19	8	12	17	8	9	12	17
	18	7	9	16	8	8	12	13
	18	5	8	16	8	8	12	12
	16	5	7	14	7	8	12	9
	14	5	7	14	7	8	11	7
	12	5	7	12	6	8	11	7
	12	4	7	10	6	7	10	7
	10	4	6	9	5	7	9	7
	10	4	6	8	4	7	8	7
	8	3	5	7	4	6	8	6
	8	3	5	7	4	5	7	6
	5	2	5	5	2	3	7	5
	5	-	5	5	2	3	6	4
Total Count	311	148	220	277	204	182	246	285
Total Students	20	19	20	20	20	20	20	20
Avg./Student	15.6	7.8	11	12.3	10.2	9.1	12.3	14.2
Class Mean Avg.	15.6	7.8	11	12.3	10.2	9.1	12.3	14.2

DATA REDUCTION

INSTRUMENT #9

3rd Grade

	CP	NS	LK	MB	EI	BA	PL	CT
	64	24	47	51	32	32	39	37
	51	20	47	43	30	29	35	36
	45	19	41	34	28	26	31	27
	44	19	39	31	27	23	31	21
	39	18	38	29	26	21	31	19
	35	18	35	28	20	19	31	17
	34	16	32	28	20	18	29	17
	32	15	29	28	19	16	28	15
	30	12	28	25	16	15	27	12
	28	11	28	25	16	14	26	11
	26	11	25	23	16	13	25	10
	26	10	22	23	15	12	22	10
	26	9	20	22	14	16	21	9
	22	9	20	21	13	7	16	8
	18	9	19	20	12	5	15	8
	18	8	16	19	10	5	12	8
	17	7	15	18	9	5	12	8
	9	7	12	17	8	5	4	6
	8	3	11	16	3	5	2	5
	3	2	9	15	3	13	2	1
Total Count	575	247	533	516	337	299	437	285
Total Students	20	20	20	20	20	20	20	20
Avg./Student	28.7	12.3	26.6	25.8	16.8	15	21.8	14.2
Class Mean Avg.	28.7	12.3	26.6	25.8	16.8	15	21.8	14.2

Career Awareness - #9 (continued)

The combined Class Mean Averages are as follows:

$$\left(\frac{1882}{80 \text{ Students}} = 23.5\right) \Big/ \left(\frac{1347}{80 \text{ Students}} = 16.8\right), \quad \text{or a}$$

combined group ratio of 23.5/16.8.

All four pilot school class mean averages are greater than their Control Schools, indicating that the instrument is valid at the third grade level. The instrument should be subjected to test/re-test over time, with similar experimental/control group populations.

Career Awareness - #10

Instrument #10 is a three-category, open-listing type instrument for fourth to sixth graders. (Testing time, 20 minutes.)

The Class Mean Averages are as follows:

	Pilot Schools		Control Schools	
4th Grade	PL	20.1	CT	26.0
5th Grade	CP	22.0	NS	22.9
	LK	22.1	MB	18.4
6th Grade	EI	36.3	BA	22.8

The combined Class Mean Averages are as follows:

$$\left(\frac{1944}{77 \text{ Students}} = 25.2\right) \Big/ \left(\frac{1732}{77 \text{ Students}} = 22.5\right), \text{ or a}$$

combined group ratio of 25.2/22.5, indicating that the instrument has potential validity at the fourth through sixth grade levels. Further efforts to standardize data collection procedures, controls, and scoring should be implemented to see if this ratio can be increased, given other similar student groups.

A second scoring key was used with this instrument, giving arbitrary 1/2 point totals to students for every check of an appropriate entry vehicle for the occupation listed, then adding the 1/2 points to the full points given for each occupation listed. A second data reduction page is included for the 1/2 point totals, to see any error factor results from adding 1/2 points to this instrument.

DATA REDUCTION

INSTRUMENT #10

	4th Grade		5th Grade				6th Grade	
	PL	CT	CP	NS	LK	MB	EI	BA
	36	42	31	39	37	35	49	38
	33	35	30	35	35	31	48	33
	29	35	29	33	34	25	47	33
	28	32	29	31	32	22	44	31
	26	28	28	31	25	22	43	31
	26	28	28	30	25	20	42	28
	24	27	28	28	24	20	40	28
	24	26	27	28	23	20	38	26
	20	26	24	26	22	18	38	24
	19	24	22	26	21	17	37	24
	19	24	22	22	18	17	35	23
	19	24	21	20	18	16	35	21
	19	24	16	19	17	16	34	20
	18	23	15	18	17	16	32	20
	17	22	15	17	16	14	31	16
	13	21	14	4	14	13	29	15
	11	20	13	4	11	12	28	14
	8	19	13	1	9	12	27	11
	8	15	12	-	-	12	27	11
	5	-	-	-	-	10	23	10
Total Count	402	495	417	412	398	368	727	457
Total Students	20	19	19	18	18	20	20	20
Avg./Student	20.1	26.0	22.0	22.9	22.1	18.4	36.3	22.8
Class Mean Avg.	20.1	26.0	22.0	22.9	22.1	18.4	36.3	22.8

DATA REDUCTION

INSTRUMENT #10

	4th Grade		5th Grade				6th Grade	
	PL	CT	CP	NS	LK	MB	EI	BA
	50	60	44	57	48	35	69	53
	41	50	44	49	46	32	68	48
	40	49	43	47	45	31	62	46
	40	45	42	45	53	25	59	43
	35	41	40	41	34	25	54	42
	33	39	39	40	33	23	54	41
	32	37	38	40	32	22	53	37
	31	37	38	40	31	20	52	36
	27	37	34	37	30	20	50	33
	27	37	32	36	29	20	47	33
	26	35	30	32	27	20	46	33
	26	33	29	28	24	18	46	31
	26	33	26	27	23	17	46	28
	24	31	20	24	22	17	41	25
	23	29	19	23	22	16	38	22
	18	29	18	6	19	16	34	21
	15	28	17	6	15	15	34	19
	10	27	17	2	12	14	34	16
	10	22	14	-	-	12	33	14
	6	-	-	-	-	10	32	13
Total Count	540	699	584	580	535	408	952	634
Total Students	20	19	19	18	18	20	20	20
Avg./Student	27.0	36.8	30.7	32.2	29.7	20.4	47.6	31.7
Class Mean Avg.	27.0	36.8	30.7	32.2	29.7	20.4	47.6	31.7

Career Awareness - #10 (continued)

	Pilot Schools		Control Schools	
4th Grade	PL	27.0	CT	36.8
5th Grade	CP	30.7	NS	32.2
	LK	29.7	MB	20.4
6th Grade	EI	47.6	BA	31.7

The combined Class Mean Averages are as follows:

$$\left(\frac{2611}{77 \text{ Students}} = 34.0\right) \Big/ \left(\frac{2321}{77 \text{ Students}} = 30.1\right), \text{ or a}$$

combined group ratio of 34.0/30.1. This indicates similar validity with the addition of the half-point scoring key.

Career Awareness - #11

Instrument #11 is the same instrument as #10, except that it is for seventh to ninth grade students.

Class Mean Averages are as follows:

	Pilot Schools		Control Schools	
7th Grade	16th	40.4	SS	41.3
8th Grade		36.4		24.7
9th Grade		33.6		21.0

The combined Class Mean Averages are as follows:

$$\left(\frac{2296}{62 \text{ Students}} = 36.8\right) \Big/ \left(\frac{1669}{57 \text{ Students}} = 29.1\right), \text{ or a}$$

combined group ratio of 36.8/29.1. This indicates that the instrument is valid at the seventh through ninth grade levels. It should be used in a test/re-test situation with similar groups.

A second data-reduction page contains the 1/2 point additions to the scoring key.

DATA REDUCTION

INSTRUMENT #11

	7th Grade			8th Grade			9th Grade		
	16th	SS	CL	16th	SS	CL	16th	SS	CL
	62	63	42	62	35	29	53	28	55
	52	54	39	54	28	28	53	27	53
	50	53	31	53	28	27	48	27	49
	48	52	27	50	27	26	48	27	32
	48	52	27	40	27	26	46	27	31
	47	51	27	40	27	25	43	26	27
	47	51	26	39	27	24	42	25	26
	46	47	26	38	27	24	40	25	26
	43	45	26	37	26	23	40	25	25
	43	41	25	36	26	23	37	22	25
	40	40	24	35	26	23	28	21	24
	39	40	24	35	25	22	28	20	24
	39	38	23	34	24	22	28	20	23
	37	37	23	33	23	21	27	19	22
	36	36	23	31	20	20	27	18	21
	34	32	22	28	20	19	26	15	21
	30	27	22	28	18	15	26	14	21
	28	27	21	22	10	14	24	13	21
	23	20	19	21		9	23	0	20
	21	20	19	13		7	19		15
			17				17		13
			9				16		10
			8						9
			7						8
Total Count	808	826	557	729	444	427	739	399	601
Total Students	20	20	24	20	18	20	22	19	24
Avg./Student	40.4	41.3	23.2	36.4	24.7	21.3	33.6	21.0	25.0
Class Mean Avg	40.4	41.3	23.2	36.4	24.7	21.3	33.6	21.0	25.0

INSTRUMENT #11

DATA REDUCTION

	7th Grade			8th Grade			9th Grade		
	16th	SS	CL	16th	SS	CL	16th	SS	CL
	82	89	61	87	51	41	81	41	74
	76	77	53	77	42	40	75	40	71
	70	76	46	76	41	40	68	40	68
	70	75	42	74	41	39	64	40	54
	69	75	39	59	41	38	62	37	46
	69	73	39	59	40	37	61	37	42
	68	72	38	57	40	37	58	36	41
	65	66	38	56	39	36	57	36	40
	61	64	37	54	39	34	55	36	40
	59	59	35	54	38	34	52	34	39
	57	58	35	53	38	33	41	31	38
	55	55	34	51	35	33	40	31	36
	49	54	32	49	34	31	39	30	36
	47	51	31	46	33	28	38	29	35
	47	50	31	45	30	28	38	25	32
	42	46	28	42	30	22	37	23	31
	40	39	26	40	27	21	36	21	31
	36	39	26	31	15	14	34	19	30
	33	29	26	30	-	13	32	0	30
	23	28	26	19	-	10	25	-	23
	-	-	17	-	-	-	23	-	20
	-	-	12	-	-	-	20	-	14
	-	-	10	-	-	-	-	-	14
	-	-	9	-	-	-	-	-	13
Total Count	1118	1175	771	1059	654	609	1036	586	898
Total Students	20	20	24	20	18	20	22	19	24
Avg./Student	55.9	58.7	32.1	53.0	36.3	30.5	47.1	31.0	37.4
Class Mean Avg.	55.9	58.7	32.1	53.0	36.3	30.5	47.1	31.0	37.4

Career Awareness - #11 (continued)

	Pilot Schools		Control Schools	
7th Grade	16th	55.9	SS	58.7
8th Grade		53.0		36.3
9th Grade		47.1		31.0

The combined Class Mean Averages are as follows:

$$\left(\frac{3213}{62\text{ Students}} = 52.0\right) \Big/ \left(\frac{2415}{57\text{ Students}} = 42.4\right)\text{, or a}$$

combined group ratio of 52.0/42.4. This indicates that there is similar validity with the addition of the half point scoring key.

The instrument is ready for a test/re-test situation, using similar student populations.

In that instruments #10 and #11 are identical, validity is concurrent from the fourth through the ninth grades.

Career Awareness - #12

Instrument #12 is a seven-column, open-listing type instrument for tenth through twelfth graders. (Testing time, 20 minutes.)

Class Mean Averages are as follows:

	Pilot Schools		Control Schools	
10th Grade	DU	30.0	NE	33.0
11th Grade		30.1		29.0
12th Grade		45.4		27.2

The combined Class Mean Averages are as follows:

$$\left(\frac{2112}{60\text{ Students}} = 35.2\right) \Big/ \left(\frac{1725}{58\text{ Students}} = 29.7\right)\text{, or a}$$

combined group ratio of 35.2/29.7. This indicates that the instrument is valid at the 10th, 11th, and 12th grade levels. The instrument should be used in a test/re-test situation with similar student groups.

A second data reduction page contains the 1/2 point additions to the scoring key.

DATA REDUCTION

INSTRUMENT #12

	12th Grade		11th Grade		10th Grade		10-12
	DU	NE	DU	NE	DU	NE	CCL
	74	45	37	39	36	51	54
	73	30	36	36	36	43	49
	65	33	36	34	33	38	48
	53	33	33	34	32	37	45
	51	33	32	33	32	35	44
	49	32	32	32	32	35	36
	49	31	32	31	32	34	30
	48	31	32	30	32	34	30
	47	30	32	30	32	33	28
	46	29	32	29	31	32	28
	46	27	31	29	31	32	27
	42	26	31	29	31	32	27
	42	25	31	28	31	31	25
	40	24	30	26	30	30	22
	36	23	29	26	28	29	22
	32	19	26	25	28	29	19
	32	18	25	25	27	29	16
	32	15	25	24	26	23	14
	26	13	22	22	21	20	
	26		18	15	20		
Total Count	909	517	602	581	601	627	564
Total Students	20	19	20	20	20	19	18
Avg./Student	45.4	27.2	30.1	29.0	30.0	33.0	31.3
Class Mean Avg.	45.4	27.2	30.1	29.0	30.0	33.0	31.3

DATA REDUCTION

INSTRUMENT #12

	12th Grade		11th Grade		10th Grade		10-12
	DU	NE	DU	NE	DU	NE	CCL
	120	64	57	52	52	71	80
	99	50	57	52	48	60	68
	95	49	55	49	46	59	67
	84	48	55	47	46	54	66
	75	45	52	47	46	53	58
	74	45	51	46	45	49	50
	71	42	51	46	45	48	44
	68	41	49	44	45	46	44
	67	40	49	44	45	46	42
	66	39	48	42	44	45	40
	65	38	48	42	44	45	38
	62	37	47	37	44	44	38
	61	36	45	35	44	43	34
	60	34	44	35	42	42	32
	55	33	44	34	41	42	30
	52	32	44	34	40	42	26
	49	29	43	33	38	40	26
	46	21	38	33	37	33	18
	38	16	34	27	30	33	
	36		30	21	28		
Total Count	1343	739	941	800	850	895	801
Total Students	20	19	20	20	20	19	18
Avg./Student	67.1	38.9	47.0	40.0	42.5	47.1	44.5
Class Mean Average	67.1	38.9	47.0	40.0	42.5	57.1	45.5

Career Awareness - #12 (continued)

	Pilot Schools		Control Schools	
10th Grade	DU	42.5	NE	
11th Grade		47.0		40.0
12th Grade		67.1		38.9

The combined Class Mean Averages are as follows:

$$\left(\frac{1343}{60 \text{ Students}} = 52.2\right) \Big/ \left(\frac{2434}{58 \text{ Students}} = 42.0\right) \text{, or a}$$

combined group ratio of 52.2/42.0. This indicates there is similar validity with the addition of the half point scoring key.

The instrument is ready for a test/re-test situation, using similar student populations.

Career Awareness - #13

Instrument #13 is a 10-question, two-option type instrument for second grade students. (Testing time, 15 minutes.)

The following are Class Mean Averages for the Pilot and Control Schools:

	Pilot Schools		Control Schools	
2nd Grade	CP	90.0	NS	80.5
	LK	86.0	MB	83.0
	EI	92.0	BA	84.5
	PL	93.5	CT	81.5

The combined Class Mean Averages are as follows:

$$\left(\frac{686}{76 \text{ Students}} = 90.3\right) \quad \left(\frac{651}{79 \text{ Students}} = 82.4\right) \text{, or a}$$

combined group ratio of 90.3/82.4.

In that all four Pilot Schools scored higher than their Control Schools, there is considerable validity in the instrument at the second grade. It is recommended that it be tried at the first and third grade levels. It should also be used in a test/re-test situation with similar experimental control groups.

DATA REDUCTION

INSTRUMENT #13

	2nd Grade							
	CP	NS	LK	MB	EI	BA	PL	CT
	10	10	10	10	10	10	10	10
	10	10	10	10	10	10	10	10
	10	10	10	10	10	9	10	10
	10	10	10	10	10	9	10	10
	10	10	10	10	10	9	10	10
	10	10	9	9	10	9	10	9
	10	9	9	9	10	9	10	9
	10	9	9	9	10	9	10	9
	10	9	9	9	10	9	10	9
	9	8	8	9	9	9	10	9
	9	8	8	9	9	9	9	9
	9	8	8	8	9	9	9	8
	9	8	8	8	9	9	9	8
	9	8	8	7	8	8	9	8
	9	8	8	7	7	8	9	8
	9	7	8	7	6	8	9	7
	8	7	8	7	-	8	9	7
	8	3	8	7	-	7	8	6
	7	1	7	7	-	6	8	6
	4	-	7	4	-	5	8	1
Total Count	180	153	172	166	147	169	187	163
Total Students	20	19	20	20	16	20	20	20
Avg./Student (x 10)	9.0	8.05	8.6	8.3	9.2	8.45	9.35	8.15
Class Mean Avg.	90.0	80.5	86.0	83.0	92.0	84.5	93.5	81.5

Career Awareness - #14

Instrument #14 is a forced-choice type instrument with 14 items for fourth to sixth grade students. (Testing time, 10 minutes.) This instrument was an experiment, combining value clarification and career awareness concepts.

The following are Class Mean Averages for the Pilot and Control Schools:

	Pilot Schools		Control Schools	
4th Grade	PL	72.0	CT	71.0
	LK	51.6	MB	68.8
5th Grade	CP	55.2	NS	62.2
6th Grade	EI	67.0	BA	65.5

It is recommended that the instrument be redesigned on the basis of an item analysis.

Career Awareness - #15

Instrument #15 is a 20-question, multiple-choice type instrument for seventh to ninth grade students. (Testing time, 10 minutes.)

The following are Class Mean Averages for the Pilot and Control Schools for the seventh Grade Level:

	Pilot Schools		Control Schools	
7th Grade	16th	64.0	SS	71.5

It is suggested that an item analysis be performed on Instrument #15, to find out which items show differences in favor of the pilot school. If there are enough of these items, a new instrument should be constructed.

Career Awareness - #16

Instrument #16 is a 25-question, multiple-choice type instrument for tenth to fourteenth graders. (Testing time, 20 minutes.)

Class mean averages are listed below:

PVTI (14th Grade)	CCL [illegible]0th-12th Grade)
74.8	57.6

DATA REDUCTION

INSTRUMENT #14

	4th Grade				5th		6th	
	PL	CT	LK	MB	CP	NS	EI	BA
	9	9	9	8	8	10	9	9
	8	9	8	8	7	9	8	8
	8	8	7	8	7	9	8	8
	8	8	7	8	7	8	8	8
	8	8	6	8	7	8	8	8
	8	8	6	7	6	7	8	7
	8	8	6	7	6	7	8	7
	8	8	5	7	6	6	8	7
	8	8	5	7	6	6	8	7
	8	7	5	7	6	6	7	7
	7	7	5	7	6	6	7	7
	7	7	5	6	5	6	7	6
	7	7	5	6	5	5	7	6
	7	7	5	6	5	5	6	6
	7	6	4	6	5	4	6	6
	6	6	4	6	4	4	6	6
	6	5	2	5	4	3	6	5
	6	5	2	-	3	3	5	5
	5	4	2	-	2	-	3	4
	5	-	-	-	-	-	1	4
Total Count	144	135	98	117	105	112	134	131
Total Students	20	19	19	17	19	18	20	20
Avg./Student	7.2	7.1	5.16	6.88	5.52	6.22	6.7	6.55
(x10)								
Class Mean Avg.	72	71	51.6	68.8	55.2	62.2	67	65.5

INSTRUMENT #15

DATA REDUCTION

	7th Grade	
	16th Street	Southside
	17	17
	17	17
	15	16
	15	16
	15	16
	14	16
	14	16
	14	15
	14	15
	14	14
	14	14
	13	14
	13	14
	13	14
	13	13
	13	13
	12	13
	10	12
	9	11
	5	10
	5	-
Total Count	269	286
Total Students	21	20
Avg./Student	12.8	14.3
(x5)		
Class Mean Avg.	64	71.5

DATA REDUCTION

INSTRUMENT #16

	14th Grade PVTI	10-12th Grade CCL
	23	18
	21	18
	21	18
	20	18
	20	17
	20	17
	20	16
	19	16
	19	16
	19	15
	18	14
	17	14
	16	13
	16	12
	15	12
	15	11
		10
		9
		7
		6
Total Count	299	288
Total Students	16	20
Avg./Student	18.7	14.4
(x 4)		
Class Mean Avg.	74.8	57.6

Career Awareness - #16 (continued)

It is suggested that the instrument be tested using 9th through 14th graders, given experimental/control group populations. (For efficiency, item analysis could first eliminate any items which show the City Center for Learning students having an advantage over the Pinellas Vocational Technical Institute students.)

Occupational Self Concept - #17

Instrument #17 is a seven-column, free-choice type instrument with over 200 items, for the fourth through the fourteenth grades.

An extract of the Fantasy Dimension from data reduction appears on the following page.

In the construction of the instrument, we were advised by a member of the Ohio State staff to develop a dimension within the Fantasy Dimension. "Strong Interest" to "I would like to work in this field" was chosen. Although the amounts of each are unpredictable from grade level to grade level, the differences do show a greater increase along the dimension in the pilot schools (overall ratio 1004/736). The average difference ratio is 91.3/66.9. The greatest differences are shown at the elementary level, and may be attributed to the strong self-concept program implemented by these pilot elementary schools.

It is recommended that this part of the test be subjected to a test/retest situation over time, using similar experimental/control groups.

It was also recommended in the design that an Ability and Reality Dimension be included to determine whether there was 'a gradual decrease' from Fantasy to Ability to Reality. ("I already have a job in this field" is now dimensional-factual, and was included in the test as a distractor.)

An extract of the Fantasy - Ability - Reality Dimension (FAR) from the data reduction is shown on the following page.

The sloping decrease from Fantasy to Ability to Reality is quite apparent at all but one pilot school (CP fourth Grade 804, 806, 360) and one control school (BA fifth Grade 454, 485, 192). The average rate of decrease is indicated by the average differences. The pilot school grade levels show a faster average rate of decrease than the control schools, from Fantasy to Ability (67.2/45.1), and from Ability to Reality (167.8/120.5). The more rapid decrease from Fantasy to Ability may be explained again by the strong self-concept program at the elementary levels (as most of the greater decreases seem to lie at that level). It is

INSTRUMENT #17

			Pilot Schools				Control Schools			
Grade	School	No. Stud.	"Strong Interest" to "I would like to work in this field"				"Strong Interest" to "I would like to work in this field"		No. Stud.	School
4th	CP	20	808	799	-9	+57	163	220	19	NS
5th	EI	20	349	502	+153	+14	446	460	20	BA
6th	LK	20	305	552	+147	+66	231	297	19	MB
	PL	15	156	338	+182	-11	149	138	18	CT
7th	16th	20	228	311	+83	+309	234	543	20	SS
8th	16th	17	124	276	+152	+ 1	221	222	20	SS
9th	16th	19	209	311	+102	+ 7	280	287	17	SS
10th	DU	20	161	197	+36	+45	125	170	19	NE
11th	DU	20	179	149	-30	+169	169	238	20	NE
12th	DU	20	142	330	+188	+79	141	220	19	NE
Total Students 191							Total Students 191			
		Total Differences			+1004	+736				
		Average Differences			91.3	66.9	(per grade level)			

INSTRUMENT #17

		Pilot Schools							Control Schools			
Grade	Sch.	FD Avg.	AD (Strong Ability)	RD "..Going to work.."	F-A	A-R	F-A	A-R	FD Avg.	AD (Strong Ability)	RD "..Going to work.."	School
4th	CP	804	806	360	-2	446	21	133	192	171	38	NS
5th	EI	475	336	88	139	248	-31	293	454	485	192	BA
6th	LK	429	299	105	130	194	76	131	264	188	57	MB
	FL	297	212	50	85	162	28	71	144	116	45	CT
7th	16	270	227	35	43	192	131	105	389	258	153	SS
8th	16	200	108	15	92	93	69	108	222	153	45	SS
9th	16	260	174	26	86	148	68	185	284	216	31	SS
10th	DU	179	146	15	33	131	9	118	148	139	21	NE
11th	DU	164	127	20	37	107	54	91	204	150	59	NE
12th	DU	236	140	15	96	125	71	91	171	100	9	NE
	Total Differences				739	1846	496	1326				
	Average Differences				67.2	167.8	45.1	120.5	(per grade level)			

INSTRUMENT #17

DATA REDUCTION

School & Grade		Strong Interest	Strong Ability	I Would Like to Work In This Field	I am Going to Work In This Field	I Already Have a Job In This Field
CP	4	808	806	799	360	72
NS	4	163	171	220	38	0
EI	5	349	336	502	88	6
BA	5	446	485	460	192	3
LK	6	305	299	552	105	5
MB	6	231	188	297	57	13
PL	6	156	212	338	50	8
CT	6	149	116	138	45	6
16th	7	228	227	311	35	7
SS	7	234	258	543	153	5
CL	7	209	210	180	30	3
16th	8	124	108	276	15	16
SS	8	221	153	222	45	9
CL	8	149	82	168	14	2
16th	9	209	174	311	26	1
SS	9	280	216	287	31	48
CL	9	378	183	433	74	9
CCL	10-12	206	229	298	40	5
DU	10	161	146	197	15	4
NE	10	125	139	170	21	4
DU	11	179	127	149	20	11
NE	11	169	150	238	59	15
DU	12	142	140	330	15	18
NE	12	141	100	220	9	9
PVTI	14	110	87	85	12	12

possible that the stronger decrease from Ability to Reality at the pilot schools may be due to a more realistic narrowing down of work options at the Reality Dimension. Until the experiment is replicated, the faster decreases in the pilot schools may be attributed to effects of the Career Education Program. The new instrument may be considered a valid measure of occupational self-concept.

It is recommended that different experimental/control groups be set up, and that the instrument be given in a test/re-test over time situation. The faster decreases from Ability to Reality as compared to the decreases from Fantasy to Ability are quite apparent in both the Pilot and Control Schools. (167.8 and 120.5 = 144.2 average) / (67.2 and 45.1 = 56.2 average). This combined ratio of 144.2/56.2 indicates that there may be a wider gap between the Ability and Reality dimension than between the Fantasy and Ability dimension.

Career Planning - #18

Instrument #18 is a 14-question survey-type instrument for seventh to ninth grade students. (Testing time, 15 minutes.)

Considering the disproportionate number of students who were present for this test at Southside Junior High (15) versus 16th Street Junior High (20), there were still greater differences in the way the 16th Street polot students answered the following questions:

16th St. (20) Pilot School	Southside (15) Control School	Test Item	Questions
18	11	1a.	I plan to complete high school.
11	6	1g.	I plan to go on to college or a university.
9	4	4.	Are you presently enrolled in courses which relate to your future plans?
4	1	6.	Have you read any of the college or vocational catalogs?
16	8	7.	Do you already have a career in mind?
40	11	14.	How many times did you talk with your parents about your future plans?

INSTRUMENT #18 DATA REDUCTION

	CL 9	CL 8	CL 7	SS	16th St
1. Circle the letters at the left of the items which you consider part of your present plans.					
a. Complete high school.	19	17	19	11	18
b. Get a job before leaving high school.	17	13	14	10	15
c. Get a job after leaving high school	9	9	10	6	8
d. Keep the job you have now.	3	3	4	5	5
e. Become an apprentice in an industrial program.	3	3	4	3	-
f. Go on to a trade or technical school.	7	6	6	4	7
g. Go on to college or a university	11	12	16	6	11
h. Continue your education on a part-time basis.	5	4	6	4	3
i. Travel before getting a job.	3	2	1	4	3
j. Be a housewife.	5	2	2	1	2
k. Join the Military.	1	4	8	5	2
l. Other	-	4	4	-	1
m. No plans at the present time.	4	3	2	4	3

Please circle YES or NO in answer to the following questions:

		CL 9	CL 8	CL 7	SS	16th St
3. If you are not working, do you have a job lined up?	Yes	9	9	9	5	7
	No	12	7	11	7	9
4. Are you presently enrolled in courses which relate to your future plans?	Yes	10	3	6	4	9
	No	11	14	15	8	11

INSTRUMENT #18
(CONTD.)

DATA REDUCTION

		CL 9	CL 8	CL 7	SS	16th St
5. Are you satisfied with the way in which the courses most important to you are being taught?	Yes	10	17	20	13	18
	No	2	2	-	2	-
6. Have you read any of the college or vocational school catalogs?	Yes	5	4	-	1	4
	No	14	15	21	14	16
7. Do you already have a career in mind?	Yes	11	12	13	8	16
	No	7	6	8	7	4
8. How many people from the community visited your classroom during this school year to tell you about their kind of work?		13	20	5	32	41
9. How many school assemblies of large group meetings did you attend during the school year where people talked about their jobs?		6	20	29	12	8
10. How many class trips did you take during the school year to observe work being performed?		21	21	22	13	13
11. How many class trips did you take to other places during the school year (e.g., museum, planetarium, civic center, etc.)?		17	14	8	12	3
12. How many times did you talk with your teachers during this school year about the kind of work you could do while in school or after graduation?		15	11	4	11	18
13. How many conversations have you had with a guidance or vocational counselor during the school year?		17	11	21	11	17
14. How many times did you talk with your parents about your future plans?		12	17	55	11	40

Career Planning - #18 (continued)

It would appear from the data that more students at 16th Street pilot school plan to complete high school and go on to college; that several Project students already have a career in mind; that their course work relates more to their future plan than that of the Control students, and that they are in frequent touch with resources related to future plans; e.g., parents and vocational catalogs.

It is suggested that the test be given to a much larger sample and tested for significance.

The instrument seems to be measuring valid differences. A test/re-test situation should be set up with similar experimental/control groups, using a smaller number of test items which now indicate differences.

Career Planning - #19

Instrument #19 is a 32-question, survey-type instrument for tenth to fourteenth grade students. (Testing time, 25 minutes.)

A similar number of 11th and 12th grade students answered the questionnaire at Northeast High (38) and Dunedin High (39). More Project students at Dunedin High were positive with respect to the following items:

Dunedin 11th and 12th	Northeast 11th and 12th	Test Item
30	21	4. Are you now enrolled in courses which relate to your future plans?
25	19	5. Do you think new course offerings should be added to the school curriculum?
15	8	6. Do you think there are courses which could be dropped from the course of study?
39	34	9. Do you already have a career in mind?
23	19	11. Have you read any of the college or vocational school catalogs?

INSTRUMENT # 19 **DATA REDUCTION**

		NE 11	NE 12	DU 11	DU 12	CCL	PVTI
1. Please circle the letters which you consider part of your present plans:							
a. Complete high school.		20	18	21	18	2	1
b. Get a job before leaving high school.		8	8	9	6	-	-
c. Get a job after leaving high school.		6	8	6	6	7	1
d. Keep the job you have now.		-	7	3	9	1	3
e. Become an apprentice in an Industrial Program.		-	2	-	2	1	1
f. Go on to a trade or technical school.		9	5	3	1	5	3
g. Go to college or a university.		10	9	10	8	2	1
h. Continue your education on a part-time basis.		2	3	2	3	12	6
i. Travel before getting a job.		4	3	4	2	-	-
j. Be a housewife.		3	4	2	4	4	-
k. Join the Military.		1	-	4	-	-	-
l. Other (describe)		5	-	1	4	1	3
m. No plans at the present time.		2	1	2	-	2	2
3. If you are not now working, do you have a job lined up?	Yes	4	8	9	2	9	3
	No	4	4	8	6	9	10
4. Are you now enrolled in courses which relate to your future plans?	Yes	13	8	15	15	18	14
	No	7	9	4	5	1	2
5. Do you think new course offerings should be added to the school curriculum?	Yes	10	9	13	12	7	7
	No	5	8	2	5	9	7

INSTRUMENT # 19
(CONTD.)

DATA REDUCTION

		NE 11	NE 12	DU 11	DU 12	CCL	PVTI
6. Do you think there are courses which could be dropped from the course of study?	Yes	2	6	9	6	2	8
	No	14	12	11	11	15	5
7. Are you satisfied with the way in which the courses most important to you are being taught?	Yes	13	15	10	15	20	8
	No	4	3	10	3	–	6
8. Have you used your school guidance services in developing your future plans?	Yes	8	11	13	8	14	3
	No	12	9	7	12	5	12
9. Do you already have a career in mind?	Yes	16	13	16	18	14	13
	No	1	5	4	1	5	2
10. Have you filled out an application form for entrance into college or vocational school next fall?	Yes	2	8	1	7	1	4
	No	17	11	20	13	19	9
11. Have you read any of the college or vocational school catalogs?	Yes	7	12	11	12	10	10
	No	12	7	10	8	10	6
12. Is there training available for the career you are seeking?	Yes	18	17	15	15	19	15
	No	1	3	4	4	–	–
13. Have you been accepted by an institution of higher learning?	Yes	1	4	1	6	1	4
	No	13	15	20	13	16	11
14. Will you become involved in a family firm or profession?	Yes	5	1	8	6	2	3
	No	10	18	8	10	14	11
15. Do you plan to look for a job outside of your community?	Yes	4	8	13	9	5	4
	No	8	10	5	8	14	11

INSTRUMENT # 19
(CONTD.)

DATA REDUCTION

		NE 11	NE 12	DU 11	DU 12	CCL	PVTI
16. Do you want to do Graduate Work?	Yes	9	6	6	5	7	4
	No	5	19	9	12	7	10
17. Do you believe you will be successful in your chosen job or career:	Yes	19	19	17	18	15	14
	No	-	-	-	-	-	1
18. Do you want to graduate from a:							
a. Four-year college or university	Yes	5	3	6	6	1	-
b. Two-year college	Yes	3	9	2	4	1	1
c. Technical or Business School	Yes	7	5	3	5	12	14
d. Other	Yes	3	2	7	3	2	1
20. In the job of your choice, you would most like to be:							
a. Owner		1	3	2	1	1	2
b. Director		1	-	-	1	1	-
c. Manager or Supervisor		5	1	1	5	2	3
d. Skilled Employee		5	10	5	8	7	6
e. Unskilled Employee		-	-	-	-	-	-
f. Professional		5	6	8	7	6	4
g. Other		2	1	-	-	-	-
31. Who helped you the most in making plans for your future?							
a. Parents		10	-	9	10	3	1
b. Friends		3	-	1	6	2	3
c. Teacher		4	-	5	5	4	2
d. School Counselors		5	-	2	2	6	3
e. School Administrators		-	-	-	-	1	1
f. Others		6	-	6	5	-	3

Career Planning - #19 (continued)

Dunedin 11th and 12th	Northeast 11th and 12th	Test Item
14	6	14. Will you become involved in a family firm or profession?
24	12	15. Do you plan to look for a job outside of your community?
15	11	20. In the job of your choice, you would most like to be a professional?
31	18	26. During the previous year, how many conversations have you had with a guidance or vocational counselor?

It would appear from the data that the students at the Dunedin Project School are more often considering a family firm or profession, professional status, a job outside of their community, and that they are more often enrolled in courses related to their future plans. They have had more conversations with the school counselors, and have reviewed more college or vocational catalogs, and more often had a career in mind.

Dunedin students more often suggested additions to the school curriculum; e.g., forestry, travel business, nurse aide, Bible history, computer programming and data processing, working with the public, A/C refrigeration, telephone usage, medical technology, modeling, plumbing, shorthand, zoology, conservation, military, musical programs, law, dancing, and child care.

Dunedin students more often suggested deletions from the school curriculum; e.g., world geography American literature, reading II, some English classes, home family relations, and American history.

Attitudes Toward Career Planning - #20

Instrument #20 is a 25-item, strongly agree/agree/ disagree/strongly disagree - type form for seventh to ninth grade students. (Testing time, 10 minutes.)

This form generated few differences between seventh graders at 16th Street and Southside Junior High. Since many of the questions tend to overlap

Attitudes Toward Career Planning - #20 (continued)

with the Career Planning Surveys, it is recommended that this instrument be incorporated with Instruments #18 and 19.

School*	Strongly Agree	Agree	Dis-Agree	Strongly Disagree		Statement
16th	2	5	10	3	5.	Luck or chance will play a small part in my choice of a career.
SS	2	10	6	2		
CC	4	7	4	4		
16th	1	7	9	3	10.	My parents are a good source of information about which career to follow.
SS	1	3	9	7		
CC	5	5	8	2		
16th	1	4	12	3	12.	My home life and parents' income and education will have only a minor effect on my career education.
SS	3	10	6	1		
CC	3	4	8	4		
16th	-	2	12	7	13.	I will probably decide what my occupation will be, only after I leave college.
SS	1	2	7	10		
CC	1	1	9	8		
16th	2	6	6	6	20.	I will retire when I am still young enough to enjoy it. regardless of my work.
SS	3	-	11	6		
CC	-	7	3	10		
16th	1	12	7	1	23.	Workers who visit school provide valuable experiences when learning about careers.
SS	2	15	3	-		
CC	4	10	3	2		

*16th Street Junior High	21 Students	7th Grade
Southside Junior High	20 Students	7th Grade
Clearwater Comprehensive Junior High	19 Students	8th Grade

Attitudes Toward Work - #21

Instrument #21 is a 20-question, strongly agree/agree/disagree/strongly disagree - type instrument for seventh to ninth grade students. (Testing time, 10 minutes.)

This instrument produced negligible differences between eighth grade students at 16th Street and Southside. The instrument tends to overlap with Instrument #22, and should be incorporated within that instrument.

Attitudes Toward Work - #21 (continued)

School*	Strongly Agree	Agree	Dis-Agree	Strongly Disagree		Statement
16th St.	0	9	10	0	8.	My work will make the world a more beautiful place.
SS	2	14	5	0		
CC	4	9	6	2		
16th St.	3	6	6	4	10.	Many people are in occupations which they consider glamorous.
SS	4	9	4	2		
CC	2	8	9	2		

*16th Street Junior High	21 Students	8th Grade
Southside Junior High	21 Students	8th Grade
Clearwater Comprehensive Junior High	21 Students	9th Grade

Attitudes Toward Occupational Choice - #22

Instrument #22 is a 37-question, free-choice type instrument for seventh to fourteenth grade students. (Testing time, 15 minutes.)

This instrument was completed by eighth grade students at 16th Street Junior High and Southside Junior High, as well as tenth graders at Dunedin and Northeast High Schools. Few differences were achieved.

It is suggested that the format of this instrument be changed to more of a "forced-choice" instrument, e.g., Instrument #23.

Employability Skills - (Employee Self Concept) #23

Instrument #23 is a 30-item, forced-choice type instrument for tenth to fourteenth grade students. (Testing time, 5 minutes.) A predisposed employer attitudes type scoring key was used with this instrument. The basic assumption was that employers would prefer employees who displayed good work-related characteristics over good characteristics in general. The following characteristics were chosen as "work-related":

Item Number	Characteristics
1.	I am loyal to my employer.
2.	I am a good expediter.
4.	I usually find a way to get the job done.
7.	Long hours don't bother me.
9.	I have good discipline and work habits.
14.	I am enthusiastic about work.

INSTRUMENT #22

DATA REDUCTION

	School and Grade Level								
	CL 7	16th 8	SS 8	CL 9	DU 10	NE 10	CCL 10-12	CCL 13-15	PVTI 14
I WANT A JOB WHICH WILL:									
1. Pay me a better than average income.	* 9	10	7	15	8	7	5	10	9
	**10	3	6	3	10	7	2	1	1
2. Pay me enough money to provide for my family and myself.	20	15	13	16	14	12	14	14	8
	2	-	2	1	2	1	1	2	1
3. Offer me chances for advancement and promotion.	15	10	19	18	14	17	8	15	11
	5	1	-	1	2	1	3	1	1
4. Allow me to work in the community of my choice.	10	10	4	13	11	10	9	5	11
	8	2	8	3	4	4	1	6	1
5. Allow generous fringe benefits and great freedom in choosing when I will take my vacation.	12	9	9	10	6	8	6	7	5
	7	8	6	4	6	6	6	9	4
6. Allow me to work by the project, rather than by the hour or day, so that I can work at my own pace.	11	5	5	11	7	7	6	-	-
	7	9	6	3	6	8	3	12	6
7. Provide me with daily contact with other workers I like.	11	5	8	12	12	5	3	7	4
	8	6	7	3	3	5	4	9	3
8. Allow me to meet the "right" people.	13	6	6	8	3	3	9	-	2
	7	7	10	6	14	6	5	12	9

*Top row of figures: No. of students selecting item as MOST IMPORTANT
**Bottom row of figures: No. of students selecting item as LEAST IMPORTANT

INSTRUMENT #22 (CONTD.)

DATA REDUCTION

	School and Grade Level								
	CL 7	16th 8	SS 8	CL 9	DU 10	NE 10	CCL 10-12	CCL 13-15	PVTI 14
9. Allow me to live the way I want to.	*13	16	11	17	14	11	12	7	8
	** 6	-	5	2	3	2	2	4	-
10. Insure my happiness in my work over the years.	14	11	12	13	15	11	8	9	11
	6	4	4	-	1	2	2	6	-
11. Allow me to be my own boss.	15	2	3	9	7	4	6	4	1
	4	13	14	7	10	8	8	11	5
12. Allow me to supervise work done by others.	7	2	-	6	2	2	4	12	1
	11	11	13	7	9	12	5	11	6
13. Interest me.	14	17	19	16	20	17	16	17	16
	7	1	1	2	-	-	-	1	-
14. Permit me to do my work well.	13	8	13	17	15	13	11	17	11
	5	1	5	-	-	3	2	1	-
15. Give me the feeling of great accomplishment.	14	10	17	16	13	15	11	17	10
	5	4	1	1	3	1	2	-	1
16. Bring people to look at me.	-	3	2	10	4	6	5	1	2
	18	11	15	5	13	8	7	17	6
17. Make the world a more beautiful place.	13	5	5	7	11	7	8	7	4
	7	7	6	4	1	4	2	7	3
18. Pay the most money over the years.	13	4	4	6	5	2	3	6	2
	4	8	12	6	8	11	5	9	2
19. Pay a beginning salary that pleases me.	15	10	14	16	9	9	14	13	4
	5	2	3	1	4	3	-	3	1

INSTRUMENT # 22 (CONTD.)

DATA REDUCTION

	School and Grade Level								
	CL 7	16th 8	SS 8	CL 9	DU 10	NE 10	CCL 10-12	CCL 13-15	PVTI 14
20. Provide security even in hard times, and offer a good future.	*18	15	20	15	15	14	15	16	12
	** 2	1	1	1	2	3	2	-	-
21. Provide free use of an automobile.	7	4	-	7	2	-	5	-	-
	13	12	19	8	18	12	7	18	13
22. Require training or education that I can afford.	13	8	14	10	6	7	11	12	3
	6	3	1	2	1	3	1	2	3
23. Allow me to retire when I am very young.	4	3	1	6	-	-	3	2	1
	16	14	16	9	17	10	8	14	6
24. Provide good working conditions and pleasant surroundings.	13	13	17	15	15	14	15	16	12
	4	2	2	1	1	3	-	-	1
25. Allow me great personal freedom, and permit me to express my personality.	11	9	9	12	13	10	10	4	5
	8	4	4	2	2	4	4	9	5
26. Offer me great variety in my work.	12	5	9	14	11	4	9	11	10
	6	4	2	1	1	5	2	2	1
27. Allow me to invent new things.	7	1	3	11	3	3	6	4	1
	12	11	9	3	5	1	4	9	4
28. Allow me to use my hands in my work.	15	10	15	13	11	5	6	9	5
	5	4	4	1	4	3	3	2	1
29. Allow me to help other people.	17	12	15	16	17	15	14	16	5
	4	3	-	-	-	-	1	-	1

INSTRUMENT # 22 (CONTD.) **DATA REDUCTION**

	School and Grade Level								
	CL 7	16th 8	SS 8	CL 9	DU 10	NE 10	CCL 10-12	CCL 13-15	PVTI 14
30. Take me to many different parts of the world.	* 8	5	5	12	5	6	7	3	8
	**11	12	10	5	13	7	6	12	2
31. Offer me a continuous challenge.	11	6	14	13	17	9	3	14	9
	8	5	4	1	1	2	3	2	2
32. Be in an very specialized field.	10	3	7	12	6	4	3	4	-
	10	7	6	2	4	6	4	8	4
33. Be difficult to get.	17	-	-	2	3	2	11	-	1
	2	13	18	12	11	11	-	17	10
34. Have a supervisor who is a fair person.	17	10	13	12	10	10	13	12	9
	6	4	2	-	5	2	-	2	2
35. Be a job my school grades indicate that I can handle.	9	10	14	11	7	4	5	11	-
	13	4	2	3	9	6	9	5	4
36. Be a job that my teacher says I would like.	7	3	-	6	-	-	2	3	1
	12	11	17	9	19	12	12	11	9
37. Be a job my school counselor says is "just right for me."	12	5	2	7	-	2	3	3	1
	6	9	15	9	19	8	9	10	8

DATA REDUCTION

INSTRUMENT #23

	13-15	10-12	11th Grade	
	PVTI	CCL	DUNEDIN	NORTHEAST
	5	5	6	7
	4	5	5	6
	4	5	5	6
	4	5	5	5
	4	5	5	4
	4	4	4	4
	4	4	4	3
	3	4	4	3
	3	4	3	3
	3	4	3	3
	3	4	3	3
	3	4	3	3
	3	4	3	2
	3	4	3	2
	3	4	2	1
	3	4	2	1
	3	3	2	
	2	3	2	
	1	3	2	
	0	3	1	
		3		
		3		
		3		
		3		
		2		
		2		
		2		
		2		
		2		
		2		
		0		
		0		
		0		
Total Count	62	105	67	56
Total Students	20	33	20	16
Avg./Student	3.1	3.2	3.35	2.94
(x 10)				
Class Mean Average	31.0	32.0	33.5	29.4

INSTRUMENT #23

DATA REDUCTION

	NE 11th	DU 11th	CCL 10-12	CCL 10-12	PVTI
1. I am loyal to my employer.	11	16	13	13	12
	--	--	--	--	2
2. I am a good expediter.	2	1	2	5	5
	1	5	3	1	2
3. I am usually truthful.	9	12	10	11	13
	2	--	1	1	3
4. I usually find a way to get the job done.	11	8	9	6	12
	5	1	1	2	1
5. I am honest.	12	14	13	14	16
	--	--	1	1	--
6. I have good taste.	5	2	6	7	2
	3	5	2	1	3
7. Long hours don't bother me.	8	3	6	2	6
	7	13	9	10	8
8. I am persuasive.	1	2	4	1	1
	4	5	4	7	4
9. I have good discipline and work habits.	8	7	10	10	7
	3	--	3	1	1
10. I am tactful.	4	4	3	8	3
	2	5	1	5	4
11. I make good decisions.	8	3	7	6	3
	--	--	1	1	2
12. I am courteous.	11	14	5	13	13
	2	--	2	1	--
13. I am inquisitive.	2	5	1	8	8
	6	3	3	2	4

INSTRUMENT #23 (CONTD)

	NE 11th	DU 11th	CCL 10-12	CCL 10-12	PVTI
14. I am enthusiastic about work.	6	7	4	6	7
	1	4	3	2	1
15. I believe in my own capabilities.	5	7	6	9	8
	2	2	1	1	4
16. I am reliable.	10	15	9	11	14
	4	1	--	2	--
17. I am a good salesman.	2	2	4	2	3
	3	8	3	7	10
18. I am punctual.	6	8	4	7	8
	2	4	1	5	4
19. I am helathy and energetic.	5	7	10	9	5
	2	2	1	--	1
20. I work fast and hard.	9	8	6	7	2
	2	2	3	3	5
21. I am imaginative.	5	8	4	5	5
	2	4	2	2	5
22. I am orderly and neat.	10	7	12	9	9
	1	3	1	2	2
23. I am good natured.	6	7	5	11	11
	2	2	1	1	--
24. I finish tasks on time.	3	5	5	4	1
	1	3	5	3	2
25. I am patient.	5	3	3	6	5
	4	8	5	1	3
26. I am unselfish.	5	2	4	4	4
	1	--	5	3	1

INSTRUMENT #23 (CONTD)

	NE 11th	DU 11th	CCL 10-12	CCL 10-12	PVTI
27. I am inventive	3	5	2	2	3
	1	2	5	6	6
28. I am well liked.	6	3	7	7	4
	1	--	4	1	2
29. I don't watch the clock.	6	--	--	1	7
	4	11	16	5	6
30. I believe in being "profit" oriented.	2	2	--	5	2
	6	6	7	3	9

Employability Skills - (Employee Self Concept) #23 -(continued)

Item Number	Characteristics
17.	I am a good salesman.
18.	I am punctual.
20.	I work fast and hard.
24.	I finish tasks on time.

The assumption was that the above characteristics would be preferred over good characteristics in general. For example:

Item Number	Characteristics
3.	I am usually truthful.
5.	I am honest.
6.	I have good taste.
8.	I am persuasive.

There was not time to take an actual employee survey prior to testing; this is recommended before future tests.

The instrument did discriminate between the pilot and control school at the 11th grade as follows:

Dunedin	33.5	(for 20 students)
Northeast	29.4	(for 16 students)

In future testing, "Please circle no more than ten statements" should be underlined, and the instruction to "X out five statements which least describe you" should be deleted.

Employability Skills - #24

Instrument #24 is a three-part, 54-item, strongly agree/agree/disagree/strongly disagree-type instrument for 10th to 14th grade students. (Testing time, 25 minutes.)

This instrument was given as an experiment to twenty post-secondary students, and twenty-one 10th to 12th grade students in a post-secondary environment. Enough differences were generated, although some students resisted taking the test on the grounds, "What difference will it make?"

It is recommended that the instrument be rewritten in more positive terms and given to 11th and 12th graders.

INSTRUMENT #24

DATA REDUCTION

PART I - Job Seeking Skills	School*	STRONGLY AGREE	AGREE	DIS-AGREE	STRONGLY DISAGREE
1. An employer will pick the applicant with the most education.	PVTI CCL	2 8	9 9	8 3	1 1
3. Before showing up for an interview, it is best to learn something about the company and why it is in business.	PVTI CCL	7 6	13 11	- 4	- -
4. It is best to talk salary before too long at the interview.	PVTI CCL	- 5	11 11	9 4	- -
8. It is best to come to the interview with a carefully prepared "resume" of all your past work experience and your education.	PVTI CCL	6 7	14 10	- 3	- 1
9. Your "resume" should include your avocational interests, e.g., clubs joined, hobbies, and special awards received.	PVTI CCL	2 3	14 8	4 5	- 5

(Continued)

*See footnote, last page of data reduction on this instrument.

INSTRUMENT #24 (CONTD)

PART II - Acceptive Self Concept	School	STRONGLY AGREE	AGREE	DIS-AGREE	STRONGLY DISAGREE
3. When I am with a group of people I usually don't say very much for fear of saying the wrong thing.	PVTI CCL	3 3	2 10	13 7	2 1
4. It worries me when my friends dislike me.	PVTI CCL	- 7	9 8	10 6	1 1
6. My feelings are sometimes easily hurt.	PVTI CCL	5 5	6 8	10 7	4 1
9. I am very different from other people.	PVTI CCL	2 2	6 10	12 7	- 2
PART III - Influential Self Concept					
2. I am good at helping people who are upset or troubled.	PVTI CCL	2 5	16 3	2 18	- -
4. I am good at debating.	PVTI CCL	1 4	7 11	10 4	2 2
6. I work best by myself.	PVTI CCL	4 2	13 10	3 6	- 3
10. I take criticism extremely well.	PVTI CCL	1 1	13 8	5 10	1 2
11. I can usually influence others.	PVTI CCL	- 2	16 8	3 9	- 1
13. I have a tendency to put off solving problems	PVTI CCL	- 2	4 7	13 10	3 2

INSTRUMENT #24 (CONTD)

		School*	STRONGLY AGREE	AGREE	DIS-AGREE	STRONGLY DISAGREE
19.	I feel I must ignore the feelings of others when I am working on an important project.	PVTI	2	2	13	3
		CCL	1	6	7	5
21.	I usually expect very little of other people.	PVTI	1	8	9	2
		CCL	2	11	7	-
22.	People usually understand me.	PVTI	1	14	3	1
		CCL	4	7	9	-
24.	People usually try to take advantage of me.	PVTI	-	5	13	2
		CCL	1	12	5	2
7.	I usually have bad luck.	PVTI	-	-	18	2
		CCL	4	2	12	3

*Pinellas Vocational Technical Institute 20 Students 14th Grade
City Center For Learning 21 Students 10-12th Grade

Employment Entry Skills - #25

Instrument #25 is a 55-item, free-choice type instrument for 11th to 14th grade students. (Testing time, 15 minutes.)

The instrument was administered to 12th grade students at Dunedin and Northeast High Schools. The following differences were considered as possibly significant:

Pilot School	Control School	Test Item
17	13	1. I know how to work with words.
13	8	2. I know how to work with data or numbers.
11	6	7. I know how to keep careful financial records.
12	7	8. I know how to post debits and credits.
18	12	9. I know how to use a typewriter.
18	11	11. I know how to use a duplicating machine.
18	12	13. I know how to use an adding machine or calculator.
7	2	14. I know how to do a lot of paper work in a short amount of time.
16	1	15. I know how to take dictation at ______words per minute.
12	6	26. I know how to design clothing.
-	5	28. I know how to sketch people so that they can be recognized.
9	6	45. I know how to read fast _____ words per minute.
1	6	54. I know how to work in a scientific laboratory.

INSTRUMENT # 25

DATA REDUCTION

	12th		13th-14th	
I KNOW HOW TO:	NE	DU	CCL	PVTI
1. Work with words.	*13	17	23	14
	** 2	2	8	3
2. Work with data or numbers.	8	13	11	11
	7	5	21	5
3. Work with children.	15	16	32	9
	3	3	6	4
4. Organize my own business.	7	6	16	9
	8	14	20	8
5. Organize my own club.	8	6	15	7
	7	13	17	8
6. Spend my money wisely.	12	13	29	12
	4	6	14	3
7. Keep careful financial records.	6	11	16	10
	6	8	17	6
8. Post debits and credits.	7	12	11	9
	9	7	21	9
9. Use a typewriter __ words per minute.	12	18	13	9
	4	2	19	7
10. Use a telephone.	15	17	38	19
	-	3	1	-
11. Use a duplicating machine.	11	18	19	13
	5	1	14	7
12. Keep a neat corrrespondendence file.	10	11	21	10
	3	7	10	7
13. Use an adding machine or calculator.	12	18	22	13
	4	2	12	3

*Top row of figures: No. of students responding "can do better than average."
** Bottom row of figures: No. of students responding "cannot do at all."

INSTRUMENT #25 (CONTD.)

DATA REDUCTION

	12th		13th-14th	
	NE	DU	CCL	PVTI
14. Do a lot of paper work in a short amount of time.	2	7	7	4
	10	12	18	12
15. Take dictation __ words per minute.	1	16	3	2
	14	4	32	17
16. Use a bookkeeping machine.	5	2	1	2
	11	17	33	18
17. Use a keypunch.	3	2	1	2
	14	18	32	18
18. Use data processing equipment, e.g., computer, sorter, collator.	1	1	11	2
	12	18	33	18
19. Solve arithmetic problems and puzzles.	12	13	29	18
	2	5	5	1
20. Use a slide rule.	2	2	14	8
	14	17	14	10
21. Use a saw and hammer to build things.	9	8	24	17
	2	11	13	1
22. Use wood shop power tools.	7	4	13	14
	3	16	22	5
23. Operate metal shop power tools, e.g., drill press or grinder.	5	4	5	14
	6	15	28	5
24. Repair and refinish furniture.	4	4	7	11
	7	15	26	7
25. Design furniture or buildings.	1	2	6	3
	9	16	27	14
26. Design and make clothing.	6	12	13	2
	7	7	28	17
27. Design and make pottery.	6	4	7	2
	7	15	25	16

INSTRUMENT #25
(CONTD.)

DATA REDUCTION

	12th		13th-14th	
	NE	DU	CCL	PVTI
28. Sketch people so that they can be recognized.	5	--	6	2
	10	19	28	16
29. Make portraits or sculptures.	2	-	3	1
	11	17	27	17
30. Make photographs.	10	7	12	12
	4	12	32	7
31. Repair a damaged automobile body.	1	-	6	8
	9	19	31	11
32. Tune up a motorcycle or automobile engine.	1	2	5	13
	9	17	33	5
33. Use a voltmeter.	2	2	5	15
	8	18	30	4
34. Make simple repairs on a TV set.	5	3	7	9
	7	16	28	9
35. Make simple electrical repairs.	5	3	9	15
	8	17	27	3
36. Make simple plumbing repairs.	3	3	6	13
	12	15	28	6
37. Paint a house.	13	15	33	19
	-	4	2	-
38. Drive a truck or tractor.	5	6	10	16
	6	13	26	4
39. Make mechanical drawings.	2	3	3	10
	9	16	33	8
40. Read blueprints.	5	4	7	13
	7	16	26	5
41. Read scientific books or magazines.	5	3	26	13
	2	15	7	4
42. Read special subjects on my own.	13	15	30	15
	1	4	4	2

INSTRUMENT #25
(CONTD.)

DATA REDUCTION

	12th		13th-14th	
	NE	DU	CCL	PVTI
43. Read or write plays.	10	12	23	5
	-	6	10	14
44. Act in plays.	8	6	21	3
	5	11	12	17
45. Read fast ___words per minute	6	9	16	7
	5	9	9	10
46. Write popular fiction.	4	2	11	2
	10	16	33	18
47. Write poetry.	6	5	17	6
	8	14	17	14
48. Perform as a musical soloist or in a band, combo or orchestra.	2	2	6	4
	13	17	25	15
49. Do modern, interpretive, or ballet dancing.	2	2	11	3
	11	17	20	17
50. I have won awards for excellence.	6	6	12	7
	7	12	18	12
51. I have won awards for sports competition.	7	8	10	4
	6	12	20	12
52. Use a microscope.	9	8	23	15
	3	11	11	8
53. Use a chemistry set.	5	2	6	6
	7	17	27	13
54. Work in a scientific laboratory.	6	1	4	2
	8	18	28	15
55. I have participated in scientific experiments.	7	7	21	7
	2	12	15	11

Employment Entry Skills - #25 (continued)

Eleven of the differences were in favor of the pilot schools; two favored the control schools. Nine of the eleven differences at the pilot schools referred to office work.

This instrument may be a valid indicator of the type of curriculum which predominates in a school. It is recommended for large-scale testing at the 11th and 12th grades.

Employment Entry Skills (Interests) - #26

Instrument #26 is a 10-item free-choice type instrument for 11th to 14th grade students. (Testing time, 5 minutes.)

This format appears to be capable of eliciting differences in interests related to employment. (Six of ten items showed considerable contrast.)

It is recommended that a battery of test items be developed for the instruments, and given to students in the 11th and 12th grades.

School	Strong Interest	Least Interest	Test Item
CCL	18	2	1. I like to read magazines and trade journals.
PVTI	15	4	
CCL	10	10	2. I like to collect things.
PVTI	13	5	
CCL	12	8	3. I like taking care of pets.
PVTI	10	8	
CCL	4	14	4. I like to gamble at times.
PVTI	10	9	
CCL	9	9	5. I like to tell stories.
PVTI	5	12	
CCL	15	6	6. I like to belong to social clubs.
PVTI	6	13	
CCL	10	10	7. I like to sing in a choral group.
PVTI	5	15	
CCL	15	5	8. I enjoy watching athletic events.
PVTI	16	3	

Employment Entry Skills (Interests) - #26 (continued)

School*	Strong Interest	Least Interest	Test Item
CCL	16	5	9. I enjoy recitals, concerts, and musicals.
PVTI	13	6	
CCL	12	8	10. I enjoy working on school or church social affairs.
PVTI	5	13	

*City Center for Learning	21 Students	10-11-12th	Grades
Pinellas Vocational-Technical Institute	20 Students	13-14th	Grades

Summary of Instrument Validity

In this section, the 26 product evaluation instruments will be categorized according to their apparent validity; i.e., their apparent readiness for test/re-test reliability testing.

Fourteen instruments have produced valid and some significant differences:

#1 #2 #5 #9 #10 #11 #12 #13 #16 #17 #18 #19 #23 #25

Eight instruments are recommended for redesign:

#4 #7 #8 #14 #15 #22 #24 #26

Four instruments are to be dropped from the battery:

#3 #6 #20 #21

RESULTS

Of the fourteen instruments which include valid differences on the previous pages, significant differences exist at the .01 level for grades K-1, 2, 3, 7-8-9, 10-11-12, using the following instruments:

Results (continued)

Instrument	Grade Levels	N	Mean	EMS	F-Ratio	Level of Significance
#1	K,1st Exp.	78	2.397	1.433	18.85	.01
	K,1st Control	74	1.551			
#9	3rd Exp.	80	23.512	124.284	14.34	.01
	3rd Control	80	16.837			
#11	7,8,9 Exp.	62	36.126	122.891	21.87	.01
	7,8,9 Control	57	29.280			
#12	10,11,12 Exp.	60	52.233	191.579	15.99	.01
	10,11,12 Control	58	41.948			
#13	2 Exp.	76	90.263	2.139	11.18	.01
	2 Control	79	82.405			

Other detectable differences between experimental and control groups are listed in their probable order of significance, as follows:

Instrument	Grade Levels	N	Mean	EMS	F-Ratio
#10	4,5,6 Exp.	77	34.038	172.909	3.38
	4,5,6 Control	77	30.142		
#5	K,1st Exp.	79	2.670	0.823	0.86
	K,1st Control	80	2.537		
#9	2nd Exp.	80	12.262	48.508	0.77
	2nd Control	79	11.291		
#16	14 Exp.	16	74.8		
	10,11,12 Control	20	57.6	No basis for EMS or F-Ratio due to population mix.	

Differences which require another kind of analysis have been reported in the analysis section, as to the following instruments:

#2	4-6 Experimental/Control
#17	4-12 Experimental/Control
#18	7,8,9 Experimental/Control
#19	10-14 Experimental/Control
#23	10-14 Experimental/Control
#25	11-14 Experimental/Control

Results (continued)

It is interesting to note that there were significant differences at the .01 level at all grade levels except grades 4-5-6. When the 14 instruments are categorized by grade level, these differences appear as follows:

Grade Levels	Instruments	Level of Significance
K-1	#1	.01
	#5	<.05
2	#13	.01
	#9	<.05
3	#9	.01
4-5-6	#10	Requires other analysis
	#2	Requires other analysis
	#17	Requires other analysis
7-8-9	#11	.01
	#18	Requires other analysis
10-11-12	#12	.01
10-14	#16	Requires further analysis
10-14	#19	Requires other analysis
10-14	#23	Requires other analysis
11-14	#25	Requires other analysis

The foregoing indicates that the Career Awareness instruments may be able to measure significant differences at all grade levels with further design at K-1. The educational awareness instrument measures significant differences K-1. The instruments for the other six elements seem to require a different kind of analysis (such as the Agree/Disagree format or the more complicated analysis required by Instrument #17.) Instrument designers should be more aware of these differences when considering the apparent evaluation needs of the eight elements.

When categorized according to element, it is apparent that the greatest differences were measured by Instruments #9, 10, 11, 12 and 13, indicating that the pilot schools showed significantly greater knowledge of occupations from the second through twelfth grades than did the control schools.

Results (continued)

Instrument #16 may be able to extend these differences to the post-secondary level in subsequent testing.

Instruments #1 and #5 showed greater educational and economic awarenesses on the part of the kindergarten and first-grade pilot school students. Instrument #2 showed greater educational awareness of another kind at the fourth, fifth, and sixth grade levels.

Instrument #17 displayed some relatively new dimensions. Pilot students from the fourth through the twelfth grades showed greater degrees of Occupational Self Concept, not only at the fantasy (or'interest) dimension, but in the narrowing of work options at the reality dimension.

Both Career Planning Instruments #18 and #19 showed greater awarenesses on the part of the pilot students from grades seven through twelve.

The Employability Skills Instrument #23 showed slightly greater awarenesses on a small population of pilot school students in grade eleven.

The Employment Entry Skills Instrument #25 showed remarkably clear curriculum impact at the 12th grade level.

Continued funding will facilitate testing of lower and upper grade levels, and will make it possible to refine this battery of instruments--not only for measuring differences between experimental and control populations, but for measuring the significant growth of individual students in each of the eight career education elements.

Fourteen of the 26 instruments can be said to have measured considerable differences in knowledge and/or awarenesses on the part of the pilot school students of the project.

Eight instruments measured only minor differences; new test items must be added for greater validity. Four of the 26 instruments measured no valid differences.

Until a reliability index is developed in subsequent testing of these instruments, it may be said that the Pinellas County Career Education Project has some well-founded support in its product evaluation.

PONTIAC, MICHIGAN, RESEARCH DESIGN CONTINUED

In the school year 1971-72, the Pontiac, Michigan, Office of Research, headed by Dr. Merle Smith, produced what was generally known at the time to be the first (and only) product evaluation report of Student Performance using Career Education concepts (OEC-070-5183 Project FO-361-0122). As there are still so few measures of Career Education variables available at this time, the Pinellas County Career Education evaluators have attempted to replicate parts of the Pontiac design in order to produce greater knowledge of the new field.

In Pontiac, only two of the eight elements of the Career Education Matrix were chosen for Product Evaluation reporting:

1. To assess the occupational knowledge of students
2. To assess the occupational self-concept of students.

In Pinellas County, these objectives are measured by instruments #9, #10, #11, #12, and #17.

In the first objective, "the ability to list occupations" was used as an indicator of occupational knowledge. The scoring keys (for instruments #9, #10, #11, and #17) also defined occupations as "income producing jobs capable of being classified into the major occupational fields." The Pinellas County Scoring Key (for instrument #9) attempted to assist lower grade children with the instruction to the scorer: "Sound out each word phonetically to give each misspelled word the benefit of the doubt." (It would have been awkward to score second and third graders without this added instruction.) As in Pontiac, "the ability to list an occupation was taken as an index of some knowledge about the given occupation."

In the second objective, Pontiac used the North-Hatt rankings, where "questions were imbedded in a 12-item scale modeled after the Career Guidance Survey Developed by Leonard (1968)." ("The total test consisting of three sub-tests -- Fantasy - Ability - Reality, FAR.") Pontiac reported "the scale was criticized on the grounds that... the list of occupations was too short, and that there were too few occupations relevant to female students."

The Pinellas County Career Education evaluators attempted to remedy both of these problems by developing an Occupational Self-Concept instrument with occupational listings in all of the 15 USOE occupational clusters. The instrument was designed with from 12 to 20 occupations listed for each of the following 15 clusters: Health, Marine Science, Agri-Natural Resources, Environmental, Construction, Mass Communications and Media, Manufacturing, Business and Office, Marketing and Distribution, Hotel and Recreation, Personal Services, Transportation, Fine Arts and Humanities, Public Service and Government.

A replication of the Fantasy - Ability - Reality dimensions in the Pinellas County instrument #17 was approached in the following ways: Students were asked, first, to express either a Strong or Average Interest for whichever occupations in the list (of approximately 280 occupations) appealed to them (Fantasy dimension); then they were to go back to each interest expressed and check whether they thought they had a Strong or Average ability for that occupation (Ability dimension); in addition, for each interest checked, they were to check three other columns: "I would like to work in this field" (Fantasy dimension); "I am going to work in this field" (Reality dimension); and "I already have a job in this field" (Factual--no dimension--distractor).

Pontiac reported, "There was no attempt to establish reliability or validity of the measures." In Pinellas County, the only attempts to establish validity was in the screening of a large battery of test items representing all eight elements of the Ohio State Career Education Matrix. (Drs. Graebell and Burley, from the University of South Florida, assisted in the screenings; see Appendix E.) It was considered that the instruments which were chosen more nearly represented the dimensions of Career Awareness and Occupational Self-Concept than any one of a number of other instruments and test items available.

Both instruments were Pilot Tested at the second, fourth, seventh, and ninth grades for face validity.

As to reliability, Pontiac reported, "Any future research using the Occupational Knowledge Test should make provision for this possibility"--referring to the need for a control group. (Pontiac tested only students who had been exposed to Career Education concepts, K through 6).

Pinellas County was fortunate to have received a grant calling for the implementation of career education concepts K through 14. Accordingly, the populations used for testing were as follows: four elementary pilot schools and four elementary control schools; one junior high pilot school and one junior high control school; one senior high pilot school and one senior high control school. Two post-secondary schools and one comprehensive junior high school were also tested, and are included with the raw data, but did not have matching schools (except for the post-secondary schools in Career Awareness at the Grade 14 level).

Given a post-test only design at this time, the two Pinellas County objectives are stated in behavioral terms:

Objective #1

> Experimental (Pilot) students will demonstrate a significantly greater amount of occupational knowledge than Control students, as indicated by a comparison of lists of occupations written by each

'matched' group of students. The objective will be attained if the combined class mean averages of the pilot schools are significantly greater than the combined class mean averages of the control schools, at the .05 level of significance.

Objective #2

Experimental (Pilot) students will demonstrate a significantly greater amount of occupational self-concept than control students, using the fantasy dimension, the ability dimension, and the reality dimension, as indicated by a comparison of occupational lists checked by each 'matched' group of students. (In that this is a completely new instrument, only combined differences across all grade levels 4th through 12th will be reported.)

The combined differences of the pilot and control groups will be measured across the Fantasy Dimension (two indicators), and from the Fantasy Dimension to the Ability Dimension, and from the Ability Dimension to the Reality Dimension.

The objective will be divided into three parts, one for each of the three measures above. The sub-objectives will be achieved if:

a. The pilot schools show significantly greater differences across the Fantasy dimension than the control schools;

b. The pilot schools show significantly greater differences between the Fantasy and Ability dimensions than the control schools;

c. The pilot schools show significantly greater differences between the Ability and the Reality dimensions than the control schools,

at the 0.05 level of significance.

INSTRUMENT DESIGN, POPULATIONS, SAMPLES, AND DATA COLLECTION PROCEDURES

The instrument design, populations, samples, and data collection procedures are described in the preceding section. Certain aspects will be reviewed here as they pertain to Objectives #1 and #2 of the replication design.

After pilot testing, it was decided to limit the Career Awareness test, #9, to second and third graders; to change the format for fourth through ninth graders (#10 and #11); and to change the format again (#12) for tenth through twelfth graders. (See the different formats in Appendix E.) The Occupational Self-Concept test for Objective #2 was given to fourth through twelfth graders.

As to the order of testing, the test of Career Awareness (Objective #1) was given first. The test of Occupational Self-Concept (Objective #2) was given second, so as not to contaminate the results of the Career Awareness tests. When time for testing became a constraint, the tests were randomly scheduled across different grade levels in different schools. The grade levels involved in each test are as follows:

				Total Number of Students Tested per Grade Level			
Element	Instrument	Grade Level	Test Time	Camp.Pk & North Shore	Eisenhower & Bauder	Lakeview & Mad. Beach	Palmetto & Curtis
CA	#9	2-3	25	80-2/3	80-2/3	80-2/3	80-2/3
CA	#10	4-6	20	40-5	40-6	40-5	40-4
OSC	#17	4-6	40	40-4	40-5	40-6	40-6

				16th St. & Southside		
				7th Grade	8th Grade	9th Grade
CA	#11	7-9	20	40	40	40
OSC	#17	7-9	40	40	40	40

				Dunedin & Northeast		
				10th Grade	11th Grade	12th Grade
CA	#12	10-14	20	40	40	40
OSC	#17	10-14	40	40	40	40

DATA ANALYSIS

Objective #1a: Career Awareness - #9 (second grade) - Class mean averages are restated from the preceding section, as follows:

	Pilot Schools		Control Schools	
2nd Grade:	CP	15.6	NS	7.8
	LK	11.0	MB	12.3
	EI	10.2	BA	9.1
	PL	12.3	CT	14.2

The combined school class mean averages ratio is 12.3/10.9.

Objective 1a will be achieved if 12.3 (for 80 students) is significantly different from 10.9 (for 79 students) at the .05 level of significance. [No significant difference; see page 410.]

Objective #1b: Career Awareness - # 9 (third grade) - Class mean averages are restated from the preceding section, as follows:

	Pilot Schools		Control Schools	
3rd Grade:	CP	28.7	NS	12.3
	LK	26.6	MB	25.8
	EI	16.8	BA	15.0
	PL	21.8	CT	14.2

The combined school class mean average ratio is 23.5/16.8.

Objective 1b will be achieved if 23.5 (80 students) is significantly different from 16.8 (for 80 students) at the .05 level of significance. [0.01 level of significance; see page 410.]

Objective #1c: Career Awareness - #10 (fourth, fifth, and sixth grades) Class mean averages are restated from the preceding section, as follows:

	Pilot Schools		Control Schools	
4th Grade:	PL	20.1	CT	26.0
5th Grade:	CP	22.0	NS	22.9
	LK	22.1	MB	18.4
6th Grade:	EI	36.3	BA	22.8

The combined school class mean average ratio is 25.2/22.5, or 34.0/30.1 (using the 1/2 point scoring key).

Objective 1c will be achieved if 25.2 (for 77 students) is significantly different from 22.5 (for 77 students); or if 34.0 (for 77 students) is significantly different from 30.1 (for 77 students), at the .05 level of significance.

Objective #1d: Career Awareness - #11 (seventh, eighth, and ninth grades) - Class mean averages are restated from the preceding section, as follows:

	Pilot Schools		Control Schools	
7th Grade	16th St.	40.4	SS	41.3
8th Grade:	16th St.	36.4	SS	24.7
9th Grade:	16th St.	33.6	SS	21.0

The combined school class mean average ratio is 36.8/29.1, or 52.0/42.4 (using the 1/2 point scoring key).

Objective 1d will be achieved if 36.8 (for 62 students) is significantly different from 29.1 (for 57 students); or if 52.0 (for 62 students) is significantly different from 42.4 (for 57 students), at the 0.5 level of significance. [0.01 level of significance; see page 410 .]

Objective #1e: Career Awareness - #12 (tenth, eleventh, and twelfth grades) - Class mean averages are restated from the preceding section, as follows:

	Pilot Schools		Control Schools	
10th Grade:	DU	30.0	NE	33.0
11th Grade:	DU	30.1	NE	29.0
12th Grade:	DU	45.4	NE	27.2

The combined school class mean average ratio is 35.2/29.7, or 52.2/42.0 (using the 1/2 point scoring key).

Objective 1e will be achieved if 35.2 (for 60 students) is significantly different from 29.7 (for 58 students); or if 52.2 (for 60 students) is significantly different from 42.0 (for 58 students), at the .05 level of significance. [0.01 level of significance; see page 410 .]

Objective 2a: Occupational Self-Concept - #17

The average difference in interest counts per grade level are restated from the preceding section as: 91.3/66.9

Objective 2a (differences in Fantasy Level) will be achieved if 91.3 (for 191 students) is significantly greater than 66.9 (for 191 students), at the .05 level of significance.

Objectives 2b and 2c

The average of all differences between average interest count and ability counts, and the average of all differences between ability counts and reality counts, are restated from the preceding section, respectively, as:

Pilot Schools	Control Schools
67.2 and 167.8	45.1 and 120.5

Objective 2b (differences between Fantasy and Ability Levels) will be achieved if 67.2 is significantly greater than 45.1 (both for 191 students) at the .05 level of significance.

Objective 2c (differences between Ability and Reality Levels) will be achieved if 167.8 is significantly greater than 120.5 (both for 191 students) at the .05 level of significance.

As for the combined ratios of:

$$\frac{167.8 \quad + \quad 120.5}{2} \qquad \frac{67.2 \quad + \quad 45.1}{2} = 144.2/56.2$$

(for 382 students), researchers can expect a wider gap between the ability and reality dimension than between the fantasy and ability levels, if 144.2 is significantly greater than 56.2 (for 382 students) at the .05 level of significance. *

FINDINGS AND SUMMARY

Objective 1: Pontiac reported (page 54): "There is a persistent trend for the number of occupational listings to increase with grade level," and (page 56) "There appears to be a positive relationship between age and level of occupational knowledge." "But it is impossible to explore this relationship in the absence of a control group."

The combined school class mean average ratios for the Pinellas County sub-objectives are as follows:

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*Objectives 2a, 2b, and 2c: It appears that significant differences exist at the 0.01 level; however, further numerical analysis will be required to determine the reliability of this approach.

Grade	Objective	Pilot Schools	Control Schools
2	1a	12.3	10.9
3	1b	23.5	16.8
4,5,6	1c	25.2	22.5
4,5,6	1c*	34.0	30.1
7,8,9	1d	36.8	29.1
7,8,9	1d*	52.0	42.4
10,11,12	1e	35.2	29.7
10,11,12	1e*	52.2	42.0

*1/2-Point Scoring Key.

In view of the Pinellas County class mean averages reported above (for 720 students), the persistent trend which Pontiac reports seems to continue from the 2nd through the 12th grade for the Career Awareness instruments in question. There may, however, be a tendency for the trend to peak and flatten out considerably after the 9th grade.

The differences are consistently in favor of the pilot schools, and can be attributed to the strength of the career education project, rather than chance. Five of the eight differences are significant at the .01 level.

Objective 2: The following summary statistics are restated for 191 students:

	Pilot Schools	Control Schools
Fantasy Dimension Differences	91.3	66.9
Differences between Fantasy and Ability Levels	67.2	45.1
Differences between Ability and Reality Levels	167.8	120.5

Objective 2a: The pilot schools show greater differences across the Fantasy Dimension than the control schools. This is a strong indication of program contribution at the Fantasy Level; students in the pilot schools have evidently achieved a growing self-concept relationship with occupations.

Objectives 2b, 2c: Pontiac reported (Page 60): "There is a gradual decrease in scores from fantasy choice to ability to reality choice." The Pinellas County study bears this out; however, the decrease between the ability and the reality dimension is far more accelerated than between the fantasy and the ability dimensions.

The Pilot Schools show greater differences between the Fantasy and Ability dimensions than the Control Schools. This may be attributed to the strong self-concept component of the Pinellas County Career Education project.

The Pilot Schools showed greater differences between the Ability and Reality dimensions than the Control Schools. This may be attributed to a more realistic narrowing of the work options in the Pilot Schools, due to the exceptionally strong guidance component in the Pinellas Career Education Project.

One logical continuation of the instrument design is to apply the Ginsberg type rankings to the broader number of occupations inherent in instrument #17.

In summary, it may be stated that the Pinellas County Career Education Project achieved the objective "to increase occupational knowledge." The combined Pilot School averages showed consistently higher scores than their control school counterparts.

There was a consistently greater amount of occupational self-concept evidenced by the Pilot School students in grade levels 4 through 12, as well as a consistently greater amount of narrowing of work options in the reality dimension.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

FINDINGS

1. In eight of the nine pilot schools there was an overwhelming acceptance of the new roles of counselor and occupational specialist by teachers and administrators in grades K through 12, given eight areas of responsibility. (The smallest margin of difference was 153 to 21, given a 58% return of all instruments.)

   A strong commitment was shown by counselors in the nine pilot schools, in changing their traditional roles toward more group guidance orientation, and toward the sharing of teacher responsibility for student progress.

   There was strong commitment on the part of new occupational specialists toward sharing the responsibility of developing resources for teachers.

2. A number of parents served as role models, and more than 100 persons from business and industry (representing all of the 15 U.S.O.E. occupational clusters) were involved with teachers and students.

3. Eighty-three percent of all counselor and occupational specialist activities recorded in the Pinellas County Career Education Process Diaries were in the elements of Career Awareness, Self Awareness, Educational Awareness, and Employability Skills. Parent and staff attitudes, on the other hand, suggested priority numbers 1, 5, 6, and 8, respectively, for these elements. The remaining 17 percent of the activities (dealing with the elements of Decision Making, Attitudes, Economic Awareness, and Skill Development) received priority numbers 2, 3, 4, and 7 by parents and staff. The Process Diary represents an initial effort to obtain feedback to be used as a basis for curriculum adjustments; however, this system needs to be expanded to include teachers, administrators, students,

and parents, as well as the counselors and occupational specialists involved this past year.

4. Pinellas County parents and staff demonstrated a high degree of commitment to the need for career education, according to an attitude survey, with 53% parent returns and 63% staff returns. (Given 11 questions dealing with the need for Career Education, the lowest expression of agreement was 77%; the highest was 99%.)

5. There was a significant difference (at the .01 level) in the Educational Awareness of experimental versus control students in the Kindergarten and first grades.

6. There were significant differences (at the .01 level), in the Career Awareness of experimental versus control students in 2nd, 3rd, 7th, 8th, 9th, 10th, 11th, and 12th grades. (There were differences approaching the .05 level in the Career Awareness of experimental versus control students in the 4th, 5th, and 6th grades.)

7. There were considerable differences in the Occupational Self-Concept of experimental versus control students in grades 4 through 14, in the Fantasy dimension, the Fantasy-Ability dimension, and the Ability-Reality dimension.

In a continuation of the Pontiac, Michigan research design, Pontiac reported in 1971-72, "There is a gradual decrease in scores from fantasy choice to ability to reality choice." The Pinellas County study bears this out; however, the decrease between the ability and reality dimension was found to be far more accelerated than between the fantasy and the ability dimensions.

CONCLUSIONS AND RECOMMENDATIONS

The schools in Pinellas County are part of a dynamic society which has consistently created demand for new insights into learning processes, new ways of teaching and workable strategies for relating the traditional academic focus of the classroom situation to the real world outside the school.

Students, parents, educators, business and professional people, and civic organizations are calling for more effective and efficient resolution of educational and societal problems. Education is the responsible link between social needs and social improvements; therefore, new and better relationships in education must be provided to help individual students find satisfactory places in society.

Large numbers of Pinellas County youth fail to see any relationship between school experiences and identifiable steps beyond school. This view is especially common to the large percentage of students not planning to attend college. The relationship between education and the individual's life work should be readily apparent to all students.

Career education is needed for all students, K-14, adult and continuing. Adults are faced with many difficult problems in adjusting to and preparing for the dual roles of family members and workers. Many must redirect careers a number of times during adult life. Assistance in career planning and personal development should be a continuing service provided by the schools. Consideration must also be given to the more severe problems of disadvantaged and handicapped students--those representing the results of failures in education and other social systems.

If career education is to meet the challenge of change, it must assume major responsibility for creating self-awareness, career awareness, and career consciousness in all students, at all levels, to help develop necessary competencies, attitudes, and values that will enable the visualization of a career life and the accompanying life-style.

Career education must be designed to meet the diversity of needs which are resulting from an increasingly complex student population in Pinellas County. The goals must range from providing college preparatory courses to the offering of a wide range of technically oriented occupational courses designed to meet manpower and other economic needs pertinent to the area.

The curriculum for career education must be constantly reviewed, evaluated and revised. Implementation strategies must also be exposed to the same processes. The complex and rapid changes in today's world demand new answers and approaches to curriculum design. If education is to keep pace, traditionally slow speeds of curriculum change and other educational procedures must be accelerated. Typical methods of instruction which divide the world of knowledge into artifically created segments fail to provide students with an understanding of the world in which various segments of this same knowledge must be related in a logical, meaningful fashion.

Human relations skills have long been recognized as crucial to occupational success. The ability to get along with others has been proven to be of vast importance in the realm of industry. Personnel managers in the Pinellas-Hillsborough Metropolitan area are asking educators for emotionally stable people who can adjust easily, get along with fellow workers and possess a pool of transferable skills. Educators must find a way to direct curriculum and organize educational resources to meet these needs.

In the quest for relevancy in education, nothing is more important than providing every youth and adult in Pinellas County with the capabilities necessary to make intelligent career decisions and the opportunity to prepare for entry and progress in such careers. As part of a dynamic social order, the Pinellas County School system must provide people with the ability to project themselves into future career roles, analyze these roles, and relate these projected roles to a meaningful, happy and productive life. Such are the purposes of career education.

The Pinellas County Comprehensive Career Education Project, a functional system for career development, has provided partial solutions to these serious educational problems. A carefully designed system of career education will ultimately prepare students for more successful work lives by (1) improving the basis for occupational choice, (2) facilitating the acquisition of job skills, (3) enhancing educational achievement in all subject areas at all levels, and (4) making education more meaningful and truly relevant to students.

The career education project staff recommends:

1. Continuation and gradual expansion of the career education movement in the county school system. A comprehensive five-year plan has been prepared and submitted for approval.
2. Continuation and further development of the COST/CAB (Counselor, Occupational Specialist, Teacher; Career Activity Book) Instructional System and the comprehensive evaluation model designed to evaluate the system.
3. Continuation of emphasis on an evolving role for guidance and counseling as an integral part of the career education delivery system.

Career Education concepts were implemented, with differing degrees of success in nine pilot schools, using teams of individuals representing both the schools and the community.

Occupational Specialists worked in all pilot schools and were responsible for much of the project's success. Guidance Counselors in the elementary schools were instrumental in creating an atmosphere which facilitated personal growth and development.

In-service workshops were held during (1) the summer of 1972, (2) the 1972-73 school year, and (3) the summer of 1973. Although, in-service efforts were judged successful by participants, this aspect of the project needs continued and intensified attention in order to provide service to all instructional staff and to reinforce those already involved. Procedures to provide for sharing of ideas and mutual reinforcement are generally lacking and should be provided.

Career Education in Pinellas County pilot schools is becoming a strong delivery system for a total educational program. It is a comprehensive program integrated into the curriculum and systematically organized into components for elementary, junior high, senior high, post-secondary, and adult programs.

Recommendations by Components:

Elementary (K-6)

1. Continued use and further revision of FAIS, LOOM, Orange County and PCCEP materials.
2. Continuation of COST/CAB.
3. Development of the Career Activity Book (CAB) in all clusters.
4. Expansion of community and parent involvement.
5. Intensification of inservice activities.
6. Facilitation of an exchange and visitation program.
7. The addition of more vocational teacher consultants K-6.

Secondary (7-12)

1. Addition of a supervisor with direct responsibility for program development at this level.
2. Development of Career Activity Books (CAB) in all clusters.

Secondary (7-12) (continued)

3. Continuation and further revision of the Counselor-Occupational Specialist and Teacher/CAB team approach to instruction.

4. Facilitate closer cooperation between pre-vocational and academic programs.

5. Reinforce work study programs.

6. Strengthen guidance through the COST/CAB instructional system and by providing material resources.

7. Intensify placement and follow-up efforts.

8. Provide special services to dropouts.

9. Provide inservice programs for academic groups (math, science, language arts, etc.).

Post-Secondary and Adult

1. Intensify guidance services through pre-employment clinics, career counseling, and career information.

2. Provide placement and follow-up services when requested.

3. Organize special services for dropouts.

4. Utilize postsecondary and adult facilities as field trip experiences for younger students.

5. Examine the COST/CAB Instructional System and determine feasibility and effectiveness at the postsecondary and adult level.

Guidance and Counseling

1. Continuation of the key role of Guidance in the development of PCCEP.

2. Facilitation of the evolving role for counselors in the COST/CAB Instructional System.

Inservice

1. Intensify inservice through junior college, university and staff development involvement.

2. Individualize inservice for particular interest groups.

Inservice (continued)

3. Involve parents and the community.
4. Revise and further develop the COST/CAB Instructional System.
5. Develop CAB in all clusters.

Placement and Follow-Up:

1. Implement a centralized placement and follow-up service.
2. Accept responsibility for issuing work permits.
3. Conduct pre-employment clinics. (Employability Skills Course)

Public Relations and Public Information:

1. Intensify efforts in the upper Pinellas County area.
2. Involve more civic and community groups.
3. Actively involve parents.
4. Actively involve more business and industry representatives.

Articulation:

1. Develop a task force to study the total articulation problem.
2. Use the COST/CAB instructional system to evolve one method for meaningful and manageable articulation.

Evaluation:

1. Revision, further development, and field testing of all instruments used during the first phase of operation.
2. Determine test-retest reliability of instruments.
3. Develop a plan to share evaluation data with pilot schools, control schools, concerned county personnel, advisory groups, and the School Board.